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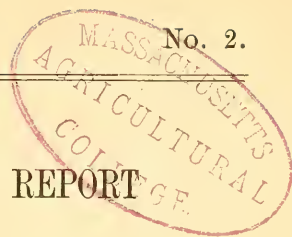




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No. 2.



# FIFTY-SECOND ANNUAL REPORT

OF THE

# BOARD OF EDUCATION:

TOGETHER WITH THE

# FIFTY-SECOND ANNUAL REPORT

OF THE

# SECRETARY OF THE BOARD,

1887-88.

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JANUARY, 1889.

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# STATE BOARD OF EDUCATION, 1889.

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## EX OFFICIO.

HIS EXCELLENCY OLIVER AMES, *Governor.*

HIS HONOR JOHN Q. A. BRACKETT, *Lieutenant-Governor.*

## BY APPOINTMENT.

MILTON B. WHITNEY,	.	.	<i>Westfield,</i>	.	.	.	May 25, 1889.
FRANCIS A. WALKER,	.	.	<i>Boston,</i>	.	.	.	May 25, 1890.
ELMER H. CAPEN,	.	.	<i>Medford,</i>	.	.	.	May 25, 1891.
ELIJAH B. STODDARD,	.	.	<i>Worcester,</i>	.	.	.	May 25, 1892.
ALONZO A. MINER,	.	.	<i>Boston,</i>	.	.	.	May 25, 1893.
HORACE E. SCUDDER,	.	.	<i>Cambridge,</i>	.	.	.	May 25, 1894.
ADMIRAL P. STONE,	.	.	<i>Springfield,</i>	.	.	.	May 25, 1895.
KATE GANNETT WELLS,	.	.	<i>Boston,</i>	.	.	.	May 25, 1896.

## SECRETARY.


JOHN W. DICKINSON, . . . . . *Newton.*

## ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST, . . . . . *Boston.*

## AGENTS.

GEORGE A. WALTON,	.	.	.	.	.	.	<i>West Newton.</i>
GEORGE H. MARTIN,	.	.	.	.	.	.	<i>Bridgewater.</i>
ANDREW W. EDSON,	.	.	.	.	.	.	<i>Worcester.</i>
G. T. FLETCHER,	.	.	.	.	.	.	<i>Northampton.</i>
HENRY T. BAILEY	.	.	.	.	.	.	<i>North Scituate.</i>



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ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

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# ANNUAL REPORT.

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The Board of Education herewith respectfully presents to the General Court its Fifty-second Annual Report in compliance with the requirements of the statutes of the Commonwealth.

The Board is charged by law with certain general and special duties, the latter of which are of a comprehensive nature and hold important relations to the entire system of popular education. It has the care and management of the Normal Schools, including the Normal Art School; the direction and supervision of the education of deaf mutes and the blind; selects the candidates for State scholarships; appoints the Secretary of the Board and the State Agents, and makes an annual report of all its doings, "with such observations upon the condition and efficiency of the system of popular education, and such suggestions in regard to the most practicable means of improving and extending it, as the experience and reflection of the Board may dictate." The Board has endeavored to discharge faithfully and conscientiously the various duties imposed upon it under a due sense of its responsibility and the great importance of the interests intrusted to its care. To this end it has held regular monthly meetings at Boston nearly every month in the year, and special meetings whenever the demands of the service seemed to require. It has from time to time received suggestions and recommendations from various persons and associations upon matters relating to the public schools, and has given to such suggestions and recommendations careful consideration.

## NORMAL SCHOOLS.

The Normal Schools are placed, by legislative enactment, under the general management of the Board, which appoints the principals and their associate teachers, prescribes the

courses and methods of instruction, fixes the standard for the admission and graduation of the pupils, and, in fine, exercises over these schools a general supervision. To secure the most efficient supervision possible, the Board places each of these schools under the special care of two or more of its members, who, with the Secretary of the Board, constitute a Board of Visitors.

The present condition and efficiency of these several schools, and the character of the work done therein, can be learned from the reports of the Visitors of the respective schools which accompany this report.

These schools were never in a more prosperous condition than at present. The whole number of pupils who have attended during the year, and the number of graduates, remain about the same as in the most recent years. It has not been the policy of the Board to seek to increase materially the numbers in attendance, but gradually to raise the standard of scholarship required for admission, thus enabling these schools to give more time and attention to the study of the principles and methods of instruction, and to the theory and practice of teaching, and less to the mere acquisition of facts pertaining to the branches required to be taught in the public schools, and thus to send forth their graduates better qualified for their work.

In the establishment of schools for the training of teachers, Massachusetts led the van of all the States in the Union. On April 19, 1838, the Legislature made an appropriation of \$10,000, to be expended by the Board of Education, to aid in qualifying teachers of the common schools. The present year will witness the completion of a half century since the establishment of two Normal Schools, the first at Lexington on July 3, 1839; the second at Barre on Sept. 14, 1839. These schools were afterwards removed, the first to Newton and thence to Framingham; the second was removed to Westfield in 1843. There are now, besides the Normal Art School, five Normal Schools in active and successful operation within the Commonwealth.

It is an undoubted fact that the establishment of Normal Schools has been one of the most potent factors, if not *the* most potent, in producing the remarkable improvement which has taken place during the last fifty years in the character, condi-

tion and efficiency of the public schools of the Commonwealth.

Normal Schools were at first regarded by many with indifference, and by some with open hostility, and their graduates, in many instances, encountered the opposition of school committees and the jealousy of untrained teachers. But by the superior and more rational methods of instruction, organization and government, introduced by their graduates into the public schools, the Normal Schools gradually overcame opposition, converted indifference into hearty sympathy, and have now for many years enjoyed the confidence of the community and secured from successive legislatures liberal appropriations for their support.

It is a most gratifying fact that the number of Normal School graduates employed as teachers in the public schools is steadily increasing from year to year, and was never before so large as at present. The number who have attended Normal Schools, so employed in the year 1887-88, exceeds by 112 the number employed the preceding year, and the number of graduates so employed in 1887-88 exceeds by 444 the number employed the preceding year, while the whole number of teachers so employed in 1887-88 only exceeds by 168 the number employed the preceding year.

So great is the demand for the services of Normal graduates that many are engaged to teach immediately on their graduation, while those pupils who give the greatest promise of becoming successful teachers even before their graduation are eagerly sought for by competing school committees.

Through the services of a large and constantly increasing body of trained and skilful teachers, who are graduates of its Normal Schools, the Commonwealth is reaping rich returns for the liberal appropriations made for their support. We commend these schools to the continued confidence and favor of the Legislature.

The Legislature of 1888 appropriated a sum not exceeding \$100,000, in addition to an unexpended balance of \$4,753.57 under a resolve of the previous year, to be expended at the State Normal School at Framingham, under the direction of the State Board of Education, "for building a new school-house, for removing the old school-house and fitting up the same for use

while re-building, for repairing and enlarging the building known as Crocker Hall, for heating, plumbing and ventilating, for electric lighting, for changes in water works and drains and for architects' commissions and expenses." The expenditure of the appropriation was intrusted, by vote of the Board, to the Visitors of the School. The old school-house has been removed and fitted up for use, and Crocker Hall has been repaired and enlarged at an expense of \$21,257.50, leaving the sum of \$83,496.07 for building the new house and for the other incidental expenditures named in the resolve. For full particulars as to the work done and the progress made toward the erection of the new building we refer to the report of the Visitors of the School.

The urgent needs of the Normal School at Bridgewater for enlarged accommodations, and of the Normal School at Westfield for a new school building and for additional ground for physical exercise, are fully set forth in the reports of the Visitors of these schools.

The Board cordially endorses the recommendations of the Visitors, and, with entire unanimity, presents the claims of both these schools to the favorable consideration of the Legislature.

It would be a fitting tribute to the Normal School at Westfield to crown its fifty years of usefulness with the necessary appropriation for the erection of a new school building worthy of the school and the Commonwealth.

#### THE NORMAL ART SCHOOL

Is placed equally with the other Normal Schools under the general management of the Board. Since its location in its present commodious building, so admirably adapted in all its appointments to the comfort and progress of its pupils, this school has rapidly improved in numbers and efficiency. Its specific aim at present is to prepare instructors to teach and superintend industrial drawing in the schools of the State. In the attainment of this end it is meeting with gratifying success.

Although drawing has been included in the branches of instruction required to be taught in all the public schools since 1870, yet the law has been utterly disregarded in very many of the small towns, mainly on account of the difficulty in pro-



curing competent teachers. The remoteness of the towns in Western Massachusetts from this school, and the necessary expenses of attendance resulting therefrom, have in a great measure practically deprived that part of the State of the advantages of this school.

Much more attention has been given in the several Normal Schools in recent than in former years to instruction in industrial drawing, and such instruction has been made more thorough and practical. In order further to awaken the interest of teachers and school committees, and to diffuse more widely information as to the best methods of instruction in drawing, the Board appointed Mr. Henry T. Bailey as one of the State agents for the purpose of promoting industrial drawing in the public schools, and he has labored the past year effectively to that end by lectures and by conferences with teachers in the public and normal schools. From the interest which has been aroused in the subject of drawing, and which originated in the establishment of the Normal Art School, it is confidently expected that within a very few years all the public schools will be supplied with teachers competent to give thorough instruction in this branch of learning.

#### EDUCATION OF THE DEAF-MUTES AND THE BLIND.

Although the State made annual appropriations for the instruction and support of all its "indigent deaf and dumb persons" of certain ages as early as 1825, and in 1867 made provision for the instruction and support of such deaf-mutes or deaf children between five and ten years of age as the Governor, with the approval of the Board of Education, should deem fit subjects for instruction at the expense of the Commonwealth, it was not until 1887 that Massachusetts took the lead of all the New England States in making provision, at the expense of the Commonwealth, for the care and education of all her deaf-mutes and deaf children, without any limitation as to the age of such beneficiaries, and without regard to the wealth or poverty of their parents or guardians. All such pupils now supported at the public expense are sent to the schools named in the act providing for their support and education; to wit, the American Asylum at Hartford, Conn., the Clarke Institution for Deaf-Mutes at Northampton, and the Horace Mann School at Boston.

The State also makes liberal provision for the education and support of the blind at the Perkins Institution and Massachusetts School for the Blind in South Boston.

The law provides that the Board of Education shall supervise the education of all such pupils, and it discharges this duty through a committee of some of its own members, together with the Secretary of the Board. The above-named schools furnish to their pupils instruction and training not surpassed in thoroughness and excellence by that furnished in any schools of similar character in the whole country, and the beneficiaries of the State come forth from their doors well fitted to become useful and self-supporting members of society.

For the statistical and other information concerning these schools, which the law requires the Board of Education to lay before the Legislature in its annual report, we refer to the report of its Secretary.

#### STATE SCHOLARSHIPS.

In consideration of aid granted by the Legislatures of 1887 and 1888 to the Massachusetts Institute of Technology, that institution is required to establish and maintain twenty free scholarships, and each senatorial district, once in eight years, in such alternate order as the Board of Education shall at the time of the first apportionment determine by lot, is entitled to one scholarship for a period of four years, to be awarded to such candidates as shall be found to possess the requisite qualifications for admission, and who shall be selected by the Board of Education.

The Board, in discharge of the duty thus devolved upon it, has assigned said scholarships by lot, and has selected the candidates to fill ten of such scholarships, which are established to be filled at the beginning of the school year 1888-89.

Ten additional scholarships are established to be filled at the beginning of the school year 1889-90. The Board has also, in accord with the president of said Institute, established regulations in regard to said scholarships, which are set forth in full in the Secretary's report.

All applications for the vacant free scholarships, which the Worcester Polytechnic Institute is required to maintain, have been considered by the Board and the applicants admitted, provided they pass satisfactory examinations.

## PUBLIC SCHOOLS.

The Board has no direct care or control over any of the public schools, but they are wisely left wholly under the charge and superintendence of the school committees of the several cities and towns, in accordance with the well settled policy of the Commonwealth. It holds, however, an important relation to the public schools, and, through its Secretary and agents, by the way of visitation, advice, and suggestion, contributes materially to their improvement and progress.

A printed abstract of the returns made by the school committees, as required by law, accompanies this report. Much interesting information can be obtained, and many valuable inferences drawn from a careful examination of these returns, and a comparison thereof with those of previous years. From such examination and comparison it is evident that in most, if not in all, the material conditions, essential to the prosperity of the public schools, a decided improvement is taking place from year to year. Progress may be slow in some directions, but still there is progress all along the line. If a comparison is made between the returns for the present year and those made in 1838,—the first year any returns were ever made by the school committees to the Board of Education,—the improvement which has taken place in the condition and efficiency of the public schools and in the character of the instruction furnished therein will appear simply marvellous.

The total amount paid during the year 1887–88 for all public school purposes, from money raised by taxation, exceeds by more than a quarter of a million dollars the amount paid during the preceding year, while the amount of voluntary contributions for the same object during the same period increased over fifty per cent. The growing demand for skilled teachers is evidenced by the noteworthy fact that the number of teachers employed in the public schools during the year 1887–88, who were graduates of normal schools, largely exceeds the number ever employed therein in any previous year.

A great disparity is to be observed between the different cities and towns both in the amount of money appropriated for the education of each child therein of school age, and in the percentage of valuation appropriated for the support of public schools. The largest sum appropriated for each child

by any town is more than *ten* times the smallest sum, while the highest percentage of valuation is nearly *thirteen* times the smallest percentage. A similar disparity has existed for many years. That this disparity is not due to a spirit of parsimony is evident from the fact that as a general rule, with a few marked exceptions, the towns, which appropriate the smallest sums per capita for the education of their school children, stand among those in which the largest percentage of valuation is appropriated for the support of public schools.

The towns in which the burden of taxation for school purposes is greatest are chiefly the country towns upon Cape Cod and in the western parts of the Commonwealth, remote from business centres and the great lines of public travel, and which each recurring census finds stationary, if not actually retrograding, both in population and in wealth.

The schools in these towns are much inferior to those in the more populous and wealthy municipalities. Their poverty is the great obstacle to improvement. Many towns with a low valuation, although taxed heavily for the support of schools, are unable to employ skilled teachers, or to continue their schools longer than required by law. Good schools cannot exist without good teachers, and good teachers cannot be had without adequate compensation.

The Board of Education is of the opinion that it is the clear duty of the Commonwealth to furnish greater pecuniary aid than at present to the poor country towns for the purpose of promoting the efficiency of their public schools, and that such aid can be wisely furnished by a re-distribution of the income of the school fund or by some other practicable measure of pecuniary relief without in any degree impairing the habit of self-reliance which has so long existed in these towns.

### HIGH SCHOOLS

Have been maintained the past year in 198 cities and towns. Forty-four towns, not required by law so to do, have maintained high schools. The whole number of such schools maintained the past year is 230. They are furnishing instruction to over 22,000 pupils, and the population of the cities and towns in which high schools are maintained is over 95 per cent. of the whole population of the State. These figures



furnish striking evidence of the high estimation placed upon the benefits of the higher education furnished by high schools.

These schools are of two grades; the lower furnishing instruction in all those branches necessary to qualify youth to fill successfully most of the business pursuits and vocations of life, and the higher furnishing instruction in all required for admission to colleges and universities. High schools have, in recent years, made decided progress in all directions, especially in their organization and methods of instruction; and, while they are still capable of much improvement, they are now worthy of the full confidence and the generous support which has been accorded them.

Every town and city having 10,000 or more inhabitants is required to maintain

#### EVENING SCHOOLS

For the instruction of persons over twelve years of age in all the branches of learning, except English grammar, required to be taught in the day schools.

Two hundred and fourteen such schools have been maintained the past year in fifty cities and towns, and have been attended by over 24,000 pupils, being an increase over the preceding year of sixty in the number of schools maintained, nine in the number of cities and towns maintaining such schools, and over fifty per cent. in the whole attendance. Five cities and towns have failed to comply with the law, while eighteen towns, not so required, have maintained evening schools. The expense of maintaining these schools in 1887-88 exceeds by more than \$17,000 the expense of their maintenance during the year 1886-87.

Since its enactment in 1883 there has been a rapid compliance with the provisions of the law requiring certain cities and towns to maintain free evening schools. While much encouragement is afforded by the progress made in many directions by evening schools, the one discouraging feature connected therewith is the low average attendance of the pupils, which is doubtless due, in some measure, to the fact that attendance thereat is entirely voluntary.

To find a suitable remedy for this evil is a serious problem. To extend the operation of the truant law to evening schools,

thus making the attendance compulsory, would be, if not an unwise measure, one at least exceedingly difficult to carry into practical effect. These schools are entirely under the direction of the school committees of the respective cities and towns in which they are maintained. Hence, all efforts for their improvement, in the existing state of the law, must be exerted mainly through the agency of these officers. The prosperity and efficiency of the evening and the day schools depend upon similar conditions. Let commodious and well-lighted school-rooms and suitable appliances for study be everywhere provided; let teachers of skill, ability, and tact be employed; let reasonable rules and regulations for the government of these schools be established and enforced, and evening schools cannot be otherwise than successful and prosperous.

No other agency is so well adapted to remedy the evil of illiteracy as the evening school. Hence, so long as the number of illiterates is so large and the evils of illiteracy so threatening as at present, evening schools should receive the careful attention of all school authorities and the generous support of all patriotic citizens.

#### TEACHERS' INSTITUTES.

Nineteen Institutes have been held during the year. They have been held in all portions of the Commonwealth, but mainly in the vicinity of the smaller country towns and in localities having few educational privileges. They have been conducted by the Secretary and the State agents, assisted by the most skilful teachers. The attendance thereat, especially of teachers and of school committees, has been unusually large, and a deep interest has been taken in all the exercises. Greater prominence has been given than heretofore to imparting information as to the best methods of instruction and in illustrating those methods by practical exercises in teaching. Thus many teachers, who have not had the benefit of normal-school training, have obtained new ideas which they have afterwards put into practice in their own schools. These educational gatherings have been of great service in arousing public sentiment, and in cultivating an earnest and active public school spirit throughout the Commonwealth.

## SUPERINTENDENTS.

Each of the cities and large towns have for many years employed a superintendent, who devoted his entire time to the supervision of the public schools, but the smaller towns have failed to provide their schools with any supervision except that furnished by their respective school committees. Although an act was passed nearly twenty years ago authorizing two or more towns to unite and form a union district for the employment of a district superintendent, yet very few districts have been formed under its authority. This has doubtless been due in part to the expense attending such employment, and in part to the anticipated difficulties of securing and carrying out such joint municipal action.

As an inducement to joint action on the part of the smaller towns, the last Legislature passed an act granting pecuniary aid to two or more such towns, each of a certain specified valuation, which should unite and form a union district and employ a superintendent for one year, such aid to be expended, one-half in paying the salary of such superintendent, and one-half in paying the salaries of the teachers employed in the public schools within such district.

Several districts have already been formed under this act, and it is believed that its continued operation will eventually lead to the employment of superintendents in all the towns of our Commonwealth.

The value and importance of skilled supervision has been dwelt upon so forcibly and at such length in recent reports of the Board and of the Secretary, that any further discussion of the subject seems needless. The experience and observation of each passing year only add to the force of the argument.

## STATE AGENTS.

By reason of the increased appropriation, made by the last Legislature for the support of State agents, the Board, with whom the appointment of these officers is left, has been enabled to increase the number of agents to five, including the agent for the promotion of industrial drawing.

Mr. G. T. Fletcher has taken the place of Mr. Prince, who has been granted leave of absence for a year. Mr. Martin has returned to the public service in improved health.

The general duties of the agents are prescribed by law. They consist in the visitation of the public schools of all grades, in conferring with teachers and school committees, and in giving and receiving information upon all subjects connected with popular education.

The character and kind of work done by the agents have been so fully described in former reports that any detailed description thereof at this time is deemed superfluous.

They give information to the teachers as to the best methods of instruction, and illustrate their methods by actual teaching in the school-room. They confer with the school committees, and with them visit and inspect the schools and school buildings, and thus, in a general way, perform the duties both of teachers and of superintendents, and in their own persons furnish object lessons as to the value of good teaching and of skilled supervision. They are helpful wherever they go, but, to the small country towns, supplied with few, if any, trained teachers, and with little or no intelligent supervision, their services are invaluable. The present agents are all men of much ability and great experience in all matters pertaining to public school instruction, and the Commonwealth cannot afford to dispense with their services.

#### THE SECRETARY OF THE BOARD.

The Secretary is the appointee and chief executive officer of the Board. It is his duty to make the abstracts of school returns; to collect information respecting the condition and efficiency of the public schools, and other means of popular education; to diffuse, as widely as possible, information concerning the best system of studies and the best method of instruction for the young; to suggest improvements in the present system of public schools, and to visit the different parts of the Commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education.

The present Secretary has discharged the responsible duties of his office, during his incumbency, with signal ability. He has faithfully devoted his entire energies to the public service, and by his well-directed labors has largely contributed to the



prosperity of the public schools, and to their improved methods of instruction. The Commonwealth owes him a debt of gratitude for his invaluable services in the cause of popular education.

OLIVER AMES, *ex officio*.

JOHN Q. A. BRACKETT, *ex officio*.

MILTON B. WHITNEY,

FRANCIS A. WALKER,

ELIJAH B. STODDARD,

ALONZO A. MINER,

HORACE E. SCUDDER,

ADMIRAL P. STONE.

BOSTON, Dec. 1, 1888.

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EDWARD CHARLES CARRIGAN.

DIED IN COLORADO, NOV. 7, 1888.

The following resolution was adopted by the Board of Education at its monthly meeting, Dec. 6, 1888 : —

As it has pleased an overruling Providence to remove by death Mr. E. C. CARRIGAN, an active and efficient member of this Board, an able and earnest advocate and supporter of our system of popular education, therefore, —

*Resolved*, That we, the remaining members of the Board, express our full appreciation of the service our departed friend has performed in aiding the great cause which this Board was established to promote, and that it is with deep regret we learn of his death, and of the loss which the interests of education must experience on account of it throughout the Commonwealth.

*Resolved*, That a copy of this resolution be preserved with the records of this meeting of the Board.

ABBY WILLIAMS MAY.

DIED IN BOSTON, NOV. 30, 1888.

The Board adopted the following, Dec. 6, 1888 : —

The State Board of Education desires to put on record the expression of its strong sense of the loss which the Commonwealth has suffered in the death of their recent associate, ABBY WILLIAMS MAY.

For nearly ten years Miss May served as a member of the Board, and gave unstintingly of her time and thought. Her sanity of judgment, her steadfastness of purpose and her breadth of view, combined with patient study of particulars, made her counsel of

inestimable value. Most of all, her strong, wise, practical sympathy with the teachers and pupils in our schools, especially with those of the Normal School at Framingham, which was under her more immediate supervision, was disclosed in a personal influence which will be felt long and profoundly.

The dignity and perfect courtesy of Miss May's presence at the meetings of the Board remain in the minds of her associates as a rare remembrance, and they respectfully add their testimony of personal sorrow to that of her family and immediate friends.

*Resolved*, That this minute be entered upon the journal of the Board, and a copy sent to the family of Miss May.

*Resolved*, That as a memorial of Miss May's earnest and faithful regard for the interests of the Framingham Normal School, the school building now erecting be named "May Hall," and that a suitable tablet to this end be inserted in the wall of the same.

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# REPORTS OF VISITORS

OF THE

# NORMAL SCHOOLS.

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## STATE NORMAL SCHOOL, BRIDGEWATER.

ALBERT G. BOYDEN, PRINCIPAL.

### INSTRUCTORS.

Albert Gardner Boyden, A.M., Principal, Educational Study of Man, including the Study of the Body, of the Mind, Science, and Art of Teaching, School Organization, School Government, School Laws of Massachusetts, and History of Education; Franz Heinrich Kirmayer, Latin, Greek, French, German; Arthur Clarke Boyden, A.M., Chemistry, Mineralogy, Zoölogy, Geology, History and Civil Polity; William Dunham Jackson, Botany, Chemistry, Physics, Advanced Algebra, and Geometry; Frank Fuller Murdock, Geography, Astronomy, Bookkeeping, Physiology, and Hygiene; Isabelle Sara Horne, Vocal Culture and Reading; Clara Coffin Prince, Vocal Music, Algebra, Geometry; Elizabeth Howland Hutchinson, Elementary English, Grammar, English Literature; Fannie Amanda Comstock, Arithmetic and Rhetoric; Mrs. Emma Frances Bowler, Drawing; Sarah Ellen Brassill, Assistant Instructor in Laboratories; Harlan Page Shaw, Industrial Laboratory; Grace Mooar Holden, Annie White Cobb, School of Observation.

During the past five years the attendance of pupils at the Bridgewater Normal School has increased steadily, with the exception of one year, from one hundred and seventy in 1883, to two hundred and twenty-eight, the number registered for the term beginning September, 1888.

The school building has three times been enlarged beyond its original capacity: First, in 1861, when the two wings were added; again in 1871, when a third story was super-added, and finally, in 1881, when a building with special reference to the growing demands of the scientific department was built in the rear of the main building and connected with it by a corridor. These additions are irrespective of the building and enlargement of the boarding-hall.

When the addition of 1881 was made it was hoped that the school would be able to accommodate the pupils that would present themselves for many years to come. Experience has shown that, with added facilities, the school has attracted larger numbers. The pressure upon the school continues;



each new term sees an increase of attendance, and there are no indications that this increase will be lessened.

In order to meet this demand for accommodation, a careful study of the situation was made a year ago; new tables and chairs were provided, the aisles were narrowed, and such disposition was made of the work in the class-rooms as would allow the fullest use of every foot of space.

The limit of capacity has now been reached, if it has not been passed, as regards the requirements of good teaching. The school-room and the class-rooms are overcrowded; every available place for case, cabinet, and closet is full; there is no suitable provision for the growing library, and the books are scattered inconveniently in different rooms. Proper ventilation is rendered impossible, and the work in all the departments suffers from the friction caused by overcrowding and the necessity of constant readjustment of classes.

It is the judgment of the Board of Visitors that the school buildings should at once be enlarged to meet the imperative demands of the situation, and that this enlargement should take into account the certain increase of attendance up to the number of two hundred and fifty pupils. Beyond that number, in their opinion, the school ought not to be allowed to grow. To exceed it would be to call for a considerable increase in the teaching force, or a marked diminution in the attention given to individual pupils. With a comparatively small outlay at the present time, the buildings, the apparatus, and the present force of teachers, may be made available for an increase of fifty pupils over the number (two hundred) which can now properly be cared for; and the work of the school under such improved conditions would be far more effective than is possible under the present state of affairs, when teachers and pupils are fretted, not by overwork, but by want of elbow-room. The proper care of the existing buildings also requires that they should be painted outside and in during the coming year.

The special appropriation of two thousand dollars made by the last Legislature for new steam boilers and a connection with the heating pipes of the buildings has been expended in taking out the three old boilers, deepening the foundations of the boiler-house one foot, resetting the best of the old boilers,

setting two new larger boilers, by which the heating power is increased from fifty-three to eighty-nine horse-power, and in providing new grates and smoke pipes, and large pipes to make the necessary connections with the heating pipes of the boarding-hall and school building.

Two changes have occurred in the corps of instructors. Miss Abbie M. Spalter, who entered upon her work as teacher of drawing at the beginning of the school year in September, was seriously disabled near the close of the first term by a fall upon an icy sidewalk in Boston. Miss Elizabeth H. Perry of the State Normal Art School acted as her substitute the remainder of that term and through the second term. Miss Spalter resigned her position at the end of the year, the state of her health not permitting her to resume her work. Her service while in the school was eminently satisfactory. Mrs. Emma F. Bowler, for many years teacher of drawing and penmanship in the schools of the city of Newton, was appointed her successor.

At the beginning of the second term in February the school had become so large as to make more teachers necessary, and Miss Fannie A. Comstock, a graduate of this school and for many years a teacher in the State Normal School at Castine, Maine, was added to the corps of instructors.

The School of Observation has continued to improve under the same teachers it had the year before. It is hoped that during the coming year arrangements may be made which will render this school still more helpful in preparing the Normal students for their work as teachers.

The boarding-hall has been full, so that it has become necessary for students to seek board outside in the village, and there has been a large increase in the number of students who live at home on the line of the Old Colony Railroad and come daily to the school.

The deep interest felt by the graduating classes in their Alma Mater has found gratifying expression for many years. The walls of the school-room are adorned by busts of distinguished men, pictures, and other works of art which these classes have presented on leaving. The graduating class of last January presented a set of beautiful glass models of small animals, and the class in June, which numbered 54, presented fifty dollars to be expended in books for the library.

At the close of the school year, in June, two young men of much promise, sent to the school by the government of Chili, S. A., graduated with honor from the three years' course. The Chilian government, through the Consul of Chili in Boston, Hon. Horace N. Fisher, has presented to the school the sum of two hundred dollars to be used for the benefit of its library, in acknowledgment of the courtesy of the State of Massachusetts in extending to these two young men the privileges of the school.

The statistics for the school year ending Aug. 31, 1888, are as follows : —

TERMS BEGAN SEPT. 7, 1887, AND FEB. 8, 1888.	FIRST TERM.			SECOND TERM.			FOR THE YEAR.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Members, . .	57	163	220	55	156	211	60	191	251
Entering classes, .	13	58	71	2	27	29	15	85	100
Graduates, . .	2	12	14	13	41	54	15	53	68

The whole number of students who have been members of the school is 3,370 ; 1,044 men, 2,326 women.

The number who have received certificates or diplomas is 2,057 ; 652 men, 1,405 women ; 110 of whom have graduated from the four years' course, — 60 men, 50 women.

Of the 251 members of the school for this year, Plymouth County sent 80 ; Norfolk, 42 ; Middlesex, 29 ; Bristol, 25 ; Barnstable, 21 ; Suffolk, 11 ; Worcester, 6 ; Berkshire, Dukes, Essex and Nantucket, each 3 ; Hampden, 1 ; the States of Maine and New Hampshire, each 7 ; the District of Columbia, Pennsylvania, Vermont and Indian Territory, each 1 ; New Brunswick and Nova Scotia, each 1 ; South America, 4.

Total from Massachusetts, 12 counties and 50 towns, 227 ; other States and countries, 24.

The number of students during the year pursuing the four years' course, 76, — 38 men and 38 women ; pursuing the intermediate course, 11 ; the two years' course, 164.

The distribution of the students the first term was as follows : graduate, 1 ; special course, 1 ; four years' course, 72 ; intermediate course, 8 ; two years' course, senior class, 15 ; sub-senior class, 46 ; ex-junior class, 21 ; junior class, 56.

The distribution during the second term, — special course, 1 ; four years' course, 69 ; intermediate course, 9 ; two years' course, senior class, 37 ; sub-senior class, 17 ; ex-junior class, 50 ; junior class, 28.

The average age of those admitted during the year was 18 years  $7\frac{1}{2}$  months ; of the men, 19 years 1 month, of the women, 18 years 6 months.

Of the 100 admitted, 2 came from colleges, 2 from normal schools, 68 from high schools (41 graduates, 27 undergraduates), 10 from grammar schools, 9 each from academies and private schools ; 22 of these had taught.

The occupations of the fathers of those admitted were given as follows : mechanics, 27 ; farmers, 13 ; merchants, 11 ; teachers and professional men, 7 ; mariners, 6 ; miscellaneous, 30 ; not given, 6.

Of the 100 pupils admitted during the year, Quincy sent 10 ; Boston and Weymouth, 6 each ; Brockton, 5 ; Abington and Norwood, 3 each ; Bridgewater, Brookline, Cambridge, East Bridgewater, Fall River, Freetown, Harwich, Mattapoisett, Middleborough, North Adams, Provincetown, Taunton, Vineyard Haven, 2 each ; Acushnet, Barnstable, Brewster, Carver, Clinton, Cohasset, Dartmouth, Dedham, Easton, Fairhaven, Groton, Hingham, Holbrook, Kingston, Lawrence, Lowell, Medford, New Bedford, Orleans, Pembroke, Raynham, Shrewsbury, Somerville, Stoneham, Templeton, West Bridgewater, Weston, West Wareham, Whitman, Yarmouth, 1 each ; the State of Maine, 5 ; Pennsylvania, Vermont and Indian Territory, 1 each ; Buenos Ayres, S. A., 2 ; New Brunswick, 1.

In conclusion, the visitors repeat their earnest desire that the school may at this time be placed on so substantial a foundation that it may begin its second half-century with the ability to give undivided attention to its great work of training the graduates of our schools for efficient work in the conduct of those same schools.

H. E. SCUDDER,  
FRANCIS A. WALKER.



## STATE NORMAL SCHOOL, FRAMINGHAM.

MISS ELLEN HYDE, PRINCIPAL.

## INSTRUCTORS.

Ellen Hyde, Psychology, Moral Philosophy, Principles of Teaching; Amelia Davis, Mathematics, Astronomy; Janet W. Williams, Botany, Biology, Physiology, Chemistry, Mineralogy; Ella J. Gibbs, English Language, Literature, History; Sarah E. Pratt, Physics, Latin, Geography, History of Education; Ellen A. Williams, Critic of Teaching, and Principal of Practice School; Mary E. Trask, Assistant Critic of Teaching; Augusta Barber, Primary School; May F. Bennett, Grammar School; Jennie B. Badet, Intermediate School; Jane E. Ireson, Reading; M. Louise Field, Drawing; Henrietta L. Graves, United States History and Latin; Wm. S. Tilden, Singing; Stanislaus Danion, French.

The visitors of this school present with satisfaction their forty-ninth annual report, covering the year 1887-1888.

The statistics of the school are as follows:—

Number admitted: September, 1887, 50; February, 1888, 26; total, 76.

Of these there were from high schools, 51; from academies and private schools, 9; from the common schools, 16.

Number who had taught, 18; average age, September, 1887, 17 years, 7 months; February, 1888, 18 years, 6 months.

Whole number of pupils for the year 1887-1888, 155.

Number of graduates January, 1888, 10; June, 1888, 24; making a total of 34.\*

The occupations of parents: agricultural, 48; mercantile, 26; mechanical, 34; manufacturing, 4; professional, 15; unskilled labor, 7; clerical, 6; unclassified, 15.

Residence: New York, 4; District of Columbia, 1; Ohio, 1; Illinois, 1; Virginia, 1; New Jersey, 1; Florida, 2; Delaware, 1; Maine, 2; Vermont, 2; Connecticut, 1; New Hampshire, 13. Massachusetts: Middlesex County, 60; Worcester County, 32; Norfolk County, 13; Essex County, 9; Bristol County, 3; Plymouth County, 2; Franklin County, 1; Hampden County, 1; Hampshire County, 1; Suffolk County, 3.

\* Of these graduates, 27 are teaching; 5 are in the advanced class; 1 is blind, and waiting for a place; 1 is going through the new Lowell Training School, as the only door through which she can get a school in her native city.

The chief event of the year was our great calamity,—the burning of Crocker Hall,—which occurred on the afternoon of December 24. The fire was undoubtedly caused by the imperfect setting up of the gas machine. Fortunately, about half the family were absent, and the day was clear and calm, so that the loss was slight compared with what it might have been. All the pupils were quiet and self-possessed, while several showed marked ability in rising to the occasion, and were efficient workers. The townspeople opened hospitable doors to the school, and in a week all things were going on as if nothing had happened.

For the last half of the year the Old People's Home and the Upham House were secured, both located in the village, so that the family was comfortably housed till July, when it became necessary to give up both those houses, and store the furniture in the schoolhouse for the summer. In August the Pollock House, which accommodates twenty, was secured, and the school, or a part of it, moved again; so that within the year which is covered by this report we practically moved a large family five times. This has, of course, involved a great amount of work and care, and has cost several hundred dollars, for which we have made no demands on the State. The efficient management of Miss Beach in carrying all this care and expense so that no one has suffered, is worthy of note.

The internal economy of the school has suffered remarkably little from so much external disturbance. There have been several changes in the faculty. In February Miss Ellen A. Williams, who had quite worn herself out in devoted service of the Practice School, was granted leave of absence, and was gone for the balance of the year. Miss Pratt took her place as critic of teaching, while to Miss Henrietta L. Graves, a recent graduate, was given the charge of most of Miss Pratt's classes. Miss Badet, also a recent graduate, was put in charge of the intermediate department of the Practice School, and Miss Bennett was promoted to the head of the grammar department.

Notwithstanding the exposure, fatigue and nervous strain due to the fire, the year was one of unusual health. There was no contagious disease, and no serious illness of any kind.

As the practical illustration of the dangers of gasoline

occurred almost simultaneously with the introduction of an electric plant in South Framingham, the principal of the school took immediate measures for the lighting of Normal Hall by electricity. The lights were introduced in May, and have proved satisfactory. The cost of wiring the building (a hundred dollars) was paid by the family, with no demand upon the State.

There were fewer lectures than usual during the year. Professor Atkinson, who has often befriended the school, gave a course on Political Economy; Professor Meade of Boston, one on "Leaders of the Revolution"; Mr. Whipple of Framingham, one on "Recollections of Anti-Slavery Days"; and Mrs. Frank Brown of Framingham, one on "Reminiscences of Emerson." The school has received from her surviving sister a small collection of books and minerals which belonged to our lamented Miss Crocker, and some smaller gifts from other friends.

As we look back over a most chequered year, we find great cause for thanksgiving.

The number of pupils, instead of diminishing, as was to be expected after a fire, has continued to increase. Last September the school began with 126, this year with 150, — the largest gain in many years; and the increase is largely at the *top*, in a large number of post-graduate pupils, although there is also a very large entering class.

The limit in numbers having been reached, it will now be necessary to raise the standard for admission, — a very happy day for the school.

A look into the coming year shows some large necessary expenditures. The boiler examiner pronounced the steam boiler of Normal Hall "worn out," and not capable of repair. He thought it possible that it might stand through this winter, so we are running it with great care (since there was neither time nor money for getting a new one), but with "fear and trembling." We shall require an extra appropriation for replacing it, and when that is done it may be wise to substitute hot water for steam. The hot-water "plant" would cost about two thousand dollars. We have no estimate of the cost of replacing the steam boiler. There are also needed, as a matter of health as well as comfort, increased bath-room and water-

closet accommodations, the present arrangements being both inadequate and worn out. The tin roof will need extensive repairs next summer. It would be a measure of economy to have new gutters and a coat of paint on the house.

There will be needed, *in January*, fifteen hundred dollars for furniture for the enlarged Crocker Hall.

Our largest item in this list of wants is increased facility for drainage. The numbers in the school have doubled, and the sewage lies on the surface of the ground directly in front of the houses, where it is a dangerous nuisance to our neighbors and ourselves. Plans have been drawn by Mr. Ernest W. Bowditch (with estimates of about three thousand dollars), which seem not only feasible, but possibly the only feasible plans under the circumstances. The land which the plan covers (about four acres) is in the market, and may now be had at a reasonable price.

The water supply is as scanty and as precarious as ever. When the new school building is finished, we shall of course need money for furniture, and also for putting the grounds in order. The total amount for these various purposes will be presented at some future time.

The old school building has been removed and put in proper condition for use at an expense of \$2,335.47. The rebuilding and enlargement of Crocker Hall are in a good state of forwardness, mostly by contract, and everything pledged to date amounts to \$18,922.03. Connery & Co.'s contract for the new school building, the foundations of which will be completed this autumn, amounts to \$69,686.

On the 3d of next July the old school will reach her semi-centennial, which is also the semi-centennial of Normal Schools in America. The Board of Education has already given its sanction to a suitable commemoration of the important anniversary, in which no doubt the Alumnæ Association, and, it is hoped, also the town of Framingham, will take a deep interest.

We reckon as the great misfortune of the year, the severe and continued illness of the chairman of the Board of Visitors, Miss Abby W. May. It is a great sorrow to every one connected with the school. In her report to the visitors the Principal says: "I cannot close this report without a tribute of thanks and admiration to my assistants. I think that no



abler, more devoted or harmonious band of women ever worked together. The best thing I have ever done for the school is to find them." While cordially subscribing to the high merit of the subordinate teachers, the visitors take great pleasure in saying that the principal stands most worthily at their head.

A. A. MINER,  
JOHN W. DICKINSON,  
*Visitors.*

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Since the above report was written, Miss Abby W. May, chairman of the Board of Visitors of the Normal School at Framingham, has died.

Miss May was an able and devoted friend of the school during the years of her relations with its government, and rendered most efficient and constant service in promoting its interests.

Her loss will be deeply felt by teachers and pupils of the Framingham school, with whose work she ever cherished the deepest sympathy.

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## STATE NORMAL SCHOOL, SALEM.

D. B. HAGAR, PRINCIPAL.

### INSTRUCTORS.

Daniel B. Hagar, Ph.D., Psychology applied to Methods of Teaching, School Management, History of Education, Civil Government, School Laws, Vocal Music, General Exercises; Ellen M. Dodge, Mental Philosophy, English Literature, German; Caroline G. Cole, English Literature, General History, Geography, Composition; Mary N. Plumer, Elementary Arithmetic, Botany, Penmanship; Sophia O. Driver, Latin, Astronomy, English Grammar, Geology; Harriet L. Martin, Algebra, Geometry, Advanced Arithmetic, Bookkeeping; E. Adelaide Towle, Physiology, Object Lessons, Composition; Mary E. Godden, English Grammar, United States History, Composition; Harriet D. Allen, Reading, Elocution, English Composition; Elizabeth N. Jones, Arithmetic, Geography; Jessie P. Learoyd, Latin, French, Geography; Anna K. Blaisdell, Drawing; Charles E. Adams, Chemistry, Physics, Zoölogy.

The past year at the Salem Normal School has been, in nearly all respects, a fortunate one. Under its distinguished Principal, the school has held steadily on its way, doing quietly, but most effectively, that excellent work in the preparation of its pupils for the profession of the teacher which has given Salem so high a rank among the normal schools of the country.

The only change in the corps of teachers has occurred through the resignation, in September, 1887, of Chase Palmer, Ph.D. Dr. Palmer had served faithfully and acceptably as an instructor in chemistry and physics through four years and a half, and resigned with a view to the further prosecution of his own studies in science. He was succeeded by Mr. Charles E. Adams. Mr. Adams, after graduating from the high school of Derry, N. H., attended the normal school at Bridgewater, where he completed the four years' course, and remained through an additional period of six months, for a special course

in chemistry and physics. He then became principal of the high school at Leominster, Mass., which position he held when appointed to the vacant instructorship at Salem. Mr. Adams' excellent work during the year has fully justified his selection for this important post. The whole corps of teachers have labored harmoniously together, with zeal and intelligence. No better example could be given of the power which a dignified, high-minded and able principal has to conduct a large school without jealousies and without irritation, — all occasions of offence, all personal piques and animosities, disappearing, melting out of sight, under the steady pressure and the fervent heat of a single great purpose.

The Salem School, as well as the general cause of education in the Commonwealth, has met a severe loss, since the opening of the school year, in the sudden death of Mr. Edward C. Carrigan, chairman of the Board of Visitors.

Mr. Carrigan has been wont to give to the Salem School a large share of his personal attention, and has followed its course with a cordial and appreciative interest. His presence in the school, both in term time and at the graduating exercises, will be deeply missed by both teachers and pupils.

The statistics of the school are as follows : —

1. The whole number of pupils belonging to the school during the year was 274. Of this number, Essex County sent 149; Middlesex, 77; Suffolk, 9; Barnstable and Hampden, 1 each. The State of Maine sent 11; New Hampshire, 18; Vermont, 4; Connecticut, 2; the District of Columbia, 1; and Japan, 1. The number present during the term which closed Jan. 24, 1888, was 224; the number present during the term which closed June 26, 1888, was 227. The whole number of pupils that have been members of the school since its opening in September, 1854, is 3,360.

2. The number graduated from the regular course, Jan. 24, 1888, was 23; the number graduated from the same course, June 26, 1888, was 38; and from the advanced course, 4. The whole number of graduates of the 64 classes is 1,629.

3. The number that entered the school Sept. 6, 1887, was 71; the number that entered Feb. 7, 1888, was 46.

4. The average age of the class admitted Sept. 6, 1887, was 18.18 years; of the class admitted Feb. 7, 1888, 18.93 years.

5. Of the 71 pupils admitted in September, 1887, 47 came from high schools (29 graduates, 18 undergraduates); 15 from grammar schools; 3 from district schools; 1 from a parochial school; 2 from seminaries; 1 from an academy; 1 from a business college; and 1 from a college. Of the 46 pupils admitted in February, 1888, 2 came from normal schools (1 graduate, 1 undergraduate); 30 from high schools (14 graduates, 16 undergraduates); 5 from grammar schools; 2 from district schools; 2 from private schools; 1 from a sisters' school; and 4 from academies.

6. The fathers of the 117 pupils admitted during the year are by occupation as follows: mechanics, 52; farmers, 22; merchants, 11; professional men, 5; manufacturers, 4; miscellaneous, 23.

7. Of the class admitted in September, 1887, 6 had taught school; of the class admitted in February, 1888, 10 had taught.

8. The number of pupils connected with each of the classes during the first term of the year was as follows: special students, 3; advanced class, 6; class A (senior), 25; class B, 60; class C, 47; class D, 83. The number during the second term: special students, 3; advanced class, 6; class A, 48; class B, 42; class C, 68; class D, 60.

9. Of the 117 pupils admitted during the year, Salem sent 9; Lynn and Peabody, 7 each; Everett and Gloucester, 6 each; Lowell, 5; Middleton and Reading, 4 each; Cambridge, Beverly, Danvers, Pigeon Cove and Woburn, 3 each; Chelsea, Essex, Manchester, Marblehead, North Reading, Rockport and Somerville, 2 each; Andover, Arlington, Arlington Heights, Ayer's Village, Belmont, Billerica, Boxford, Bradford, Danversport, East Boston, Haverhill, Medford, Merrimac, North Beverly, Rowley, South Peabody, Springfield, Tapleville, Wakefield, Waltham, Watertown, West Newbury, West Somerville and Winchester, 1 each. Maine sent 7; New Hampshire, 5; Vermont, 2; and Connecticut, 1.

10. During the year 51 books were added to the general library, 49 by purchase and 2 by gift.

The text-book library was increased by the purchase of 34 books.

FRANCIS A. WALKER,  
JOHN W. DICKINSON,

*Visitors.*

## STATE NORMAL SCHOOL, WESTFIELD.

JAMES C. GREENOUGH, PRINCIPAL.

## INSTRUCTORS.

James C. Greenough, A.M., Principal, Psychology, Didactics, Civil Polity, Rhetoric; Joseph G. Scott,\* Arithmetic (first term), Physics, Physiology, Botany, Composition; Frederick W. Staebner, Zoölogy, Geology, Chemistry, Mineralogy, German; A. C. Longden, A.M.,† Physics, Chemistry, Arithmetic, Composition; Frank W. Smith, A.M., Latin, Greek; Elvira Carver, Geography, English Literature, Algebra; Laura C. Harding, Geometry, Astronomy, Reading, Vocal Music, French Composition; Sarah M. Kneil, Geometry, Arithmetic (second term), Grammar, History, Composition; Fanny Heywood Smith, Drawing, Penmanship; Ida C. Ashley, Assistant Pupil,‡ Algebra, Botany.

The last year has been in many ways a very successful year. The course of study has been made more complete, and has been so modified as to furnish the senior class better opportunities for professional training; the teachers have made important changes in their several departments, and good cheer and a determination to accomplish the best results have characterized both teachers and pupils.

Mr. Scott was compelled to retire from his position in the school in April last, on account of ill health. He expected to be able to resume his position at the commencement of the present term, but, much to our regret, his continued ill health has prevented his return, and Mr. A. C. Longden, a teacher of much experience, was employed to take the place of Mr. Scott during his absence. No other changes have taken place in the corps of teachers.

The class that entered last September was exceptionally large, though the opening of a training school in a neighboring city has led a number of candidates for teaching in that city to pursue a limited course of study in that school, instead of attending the normal school. The demand for graduates of the

\* Absent on leave for part of the year.

† Began service Sept. 1, 1888, as substitute for J. G. Scott.

‡ Served during half term ending June 22, 1888.



Westfield school, to fill important positions, is beyond the supply.. The success of the graduates is gratifying. The chairman of a school committee, employing one of the class that graduated last year, says: "The young lady from your school is doing excellent work; can you not send us another like her?" Another lady of the same class, in charge of a high school, is reported to be "doing admirable work as a teacher." A superintendent of public schools in one of the cities of eastern Massachusetts, noted for the excellence of its schools, writes: "During the past four years several graduates of the Westfield Normal School have been appointed to positions in the public schools of ——. I am pleased to state that, without exception, they have proved faithful and efficient teachers. We should regret to part with any one of them."

Similar testimonials are abundant. But it is not claimed that the normal school can make a teacher of one who has no natural fitness for teaching. It is claimed that any one of fair ability, who thoroughly completes the course of study and training, and is imbued with love for the profession, may reasonably expect employment and success in teaching, while those who have large gifts for teaching find the work of the school very helpful. Many find the course a direct and speedy introduction to positions far more lucrative and useful than would have been possible for them had they never entered the normal school. Through its graduates the school has done, and is doing, much to improve the schools of the State. While the past of the school, because of the character and skill of its teachers and the excellent work of the graduates, is secure, yet it must be granted that the progress of the schools of the State, and especially of the schools of western Massachusetts, demands imperatively that the Westfield Normal School shall have better material appliances for doing its work. Since this school was established great advancement has been made in public instruction. To this the Westfield school has contributed in an eminent degree; but, to maintain the same high position which has been accorded to the school in the past, and which it should ever maintain, the school should, without delay, have a suitable building. In our report of last year some of the imperative needs of the school, incident to our present lack of accommodations, were outlined.

We recapitulate some of these :—

1. We have no rooms in which we can maintain a school of children, in charge of the authorities of the normal school, for the purpose of affording the normal students opportunity for observation and practice in teaching.

2. In the interest of a supposed economy, several years ago, when our building was enlarged another story was added. The study hall occupies nearly all of this story, so that students are under the necessity of passing over very steep flights of stairs many times during the day.

3. Owing to the arrangement of the entries and stairways, no recitation-room has south windows for the admission of sunlight.

4. The building is so low that a suitable, well-ventilated cellar, free from water and dampness, is impossible. The furnace fires are extinguished several times each year by the water.

5. Our larger recitation-rooms are dark, and cannot receive sufficient sunlight unless the central part of the building is reconstructed. We are sometimes compelled to use gas-light, even in the forenoon.

6. We need a room suitable for a chemical laboratory.

7. We need a physical laboratory.

8. We need suitable room for utilizing our zoölogical and mineralogical collections in teaching.

9. We need a room suitable for the teaching of drawing.

Economy demands that a suitable building shall be provided. The disadvantages and the hindrances arising from the present building seriously interfere with the success of the school exercises.

We recommend the erection of a building, commodious and substantial, adapted to the accomplishment of the work which the people of the State expect, and may rightfully require, of the school. A new building should provide for the accommodation of at least one hundred and fifty pupils, and it may be wise to provide for even a larger number. The present site is of limited extent for the erection of a new building, and, if a new building is to be erected thereon, there will be imperative need for the purchase of additional land for a play-ground, as

a means of promoting the physical health of the students. We beg leave to refer to our reports for the year 1885-1886 as to the need of ground for physical exercise. Land in the near vicinity of the school building and boarding-hall can now be procured at a reasonable price. If the purchase of additional land for out-door physical exercise be much longer delayed, it will, in all probability, be impossible to obtain a suitable lot within convenient distance of the school and boarding-hall, unless at a greatly advanced price. A school located in the country, and where land can now be obtained at a moderate rate, should not be subject to the limitations of a city school.

Addresses have been made to the school during the year by the secretary of the Board upon important subjects connected with the work of the school; by Professor Spring of Williams College, upon "John Brown"; by Dr. H. H. Busby, upon "Recollections of a Botanical Trip across South America"; by John T. Prince, agent of the Board, upon "Aimless and Useless Teaching"; by Hon. E. B. Gillette, upon "The Characteristics of Eminent Statesmen"; by Henry T. Bailey, agent of the Board of Education, upon "Modes of Teaching the Elements of Drawing"; by Rev. Henry Hyde, upon "Ambition"; by Rev. E. A. Lawrence, upon "Impressions of Eastern Countries"; by George A. Walton, agent of the Board of Education, upon "Hints from my Note Book"; by Principal C. C. Rounds, upon "The Work of the Teacher"; and Prof. John Tyler of Amherst College, upon "Lower Forms of Life."

The Normal Boarding-hall is now in good condition. The new sewer laid last year, the new system of plumbing, and important repairs in the interior of the building, have put it in an excellent sanitary condition. The hall, with its well-selected library and its reading-room, is a very agreeable home for those students who are obliged to be away from their own home while attending the school. No pains have been spared to make the hall serviceable to the welfare of the students, and the evidence is ample that they appreciate the provisions made.

The usual statistics are appended.

M. B. WHITNEY,

A. P. STONE,

J. W. DICKINSON,

*Visitors.*



*Statistics of Westfield Normal School, 1887-88.*

I.

	WINTER TERM.			SUMMER TERM.			FOR THE YEAR.		
	Young Men.	Young Women.	Total.	Young Men.	Young Women.	Total.	Young Men.	Young Women.	Total.
Number pupils in school, . . . . .	6	129	135	5	127	132	6	146	153
Number pupils in entering classes, . . . . .	1	56	57	-	14	14	1	70	71
Number of graduates, . . . . .	-	6	6	-	20	20	-	26	26
Average age of enterers, . . . . .	Yrs. Mos. 15-1.2	Yrs. Mos. 19-7.7	Yrs. Mos. 19-6.8	-	Yrs. Mos. 18- 7.6	Yrs. Mos. 18- 7.6	Yrs. Mos. 15-1.2	Yrs. Mos. 19-5.	Yrs. Mos. 19-4.6
Average age of graduates, . . . . .	-	20-3.3	20-3.3	-	20-11.7	20-11.7	-	20-9.7	20-9.7
Number of enterers who had taught, . . . . .	-	19	19	-	5	5	-	24	24



## STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

## INSTRUCTORS.

E. Harlow Russell, History of Education, Principles of Education, Teaching, Hygiene, Reading, Music; Miss Rebecca Jones, Methods,—Elementary; Charles F. Adams, Geology, Physics, Geography, Arithmetic, News; Miss Juliet Porter, Arithmetic, Algebra, Geometry, Physiology; Miss Helen F. Marsh, Music, Drawing; Henry W. Brown, Psychology, Grammar, English, German; Miss Ellen M. Haskell, History, Civil Government, Rhetoric, Physical Geography; Miss Arabella H. Tucker, Botany, Grammar; Mrs. Marion J. Sumner, Choral Singing.

The statistics presented as part of this report show that the Worcester school is accomplishing its proper work. The harmonious spirit in which this work is done can only be observed by those who are familiar with the daily exercises of the classes, or who watch the conduct of the graduates as they carry into the public schools of the Commonwealth, as a result of their training, the skill and enthusiasm which it is the express mission of the normal school to impart. There is less and less question, year by year, that the course of training afforded by our normal schools results in better and better teachers.

The steadily increasing demand for our graduates goes to prove this. They are sought for not only by cities and large villages where they have long been preferred, but also more and more by rural towns and in remote districts. It is unquestionable that they are gradually superseding untrained teachers, even those of experience, and at higher wages.

The normal type is recognized as the best, and amateur teachers try, by private study and by visiting schools taught by normal graduates, to approach this type as nearly as possible in their teaching. This is what might be expected. It is impossible, in the nature of things, that young people with the profession of teaching in view should spend two or three diligent years in preparation for their chosen calling, under experienced instructors, without substantial benefit.

There is, of course, no such thing as making good teachers out of inferior men and women; but, given persons of native intelligence and sense, it should go without saying that they can be taught to know and practise the principles of the art of teaching, as well as of any other art. Nor does this imply that teaching has attained the perfection of a science and can dispense with experiments. Such a notion belittles the process of education, and at the same time exaggerates the mastery of it that even the wisest and most skilful educators have as yet attained. The proper attitude of the teacher, young or old, towards his art is, and will long continue to be, one of intelligent, experimental study, and it is in this attitude that the normal school should aim to place its students.

#### THE ENTERING CLASSES.

The two classes admitted during the present year have had a longer and better preparation than any heretofore admitted to the school. A considerable number have already taught school successfully, and of the September class more than sixty per cent. are graduates of high schools. This is a gratifying fact, and gives good promise for the future.

When suitable and adequate preparation for the normal school shall have come to be the rule, instead of the exception, with those who apply for admission, our students will not only derive greater advantage from their course here, but will take still higher rank as graduates and teachers.

It may be added, however, that the attainments of the graduates of our normal schools are believed to be in general fully up to what the community demands, or is willing to pay for. As evidence of this, it has repeatedly been our experience that students, whom we have felt compelled to dismiss for lack of ability and promise, have not failed to find employment as teachers.

#### GRADUATES.

Our last public anniversary was an occasion of much interest. The theses presented by the graduating classes were all upon subjects strictly professional, some of them based upon original observations, and all showing a degree of care, zeal and

intelligence in the preparation that reflected high credit upon the writers.

Among the visitors of prominence who honored the occasion with their presence was Dr. Joshua G. Fitch of England, one of Her Majesty's inspectors of schools, who kindly spoke some timely and encouraging words to the graduates.

Professor John Fiske of Cambridge delivered the anniversary address, a philosophical and eloquent exposition of "The Roman Idea and the English Idea of Nation-making."

It is a fact of some significance that every member of the graduating classes had passed with approbation the public examination of teachers by the school committee of Worcester, before receiving the normal school diploma.

#### TEACHERS.

The teaching staff remains the same as for some years past, with the addition of a new member, Miss Arabella H. Tucker of North Brookfield.

Miss Tucker was a member of the first class that graduated from this school, that of 1876, and has been a successful teacher and diligent student since that time. She is in full accord with the aims and methods of the school, and her character and attainments, as well as her skill as an instructor, give promise of much usefulness in the position to which she has been called. She is at present in charge of the department of botany, a subject to which she has for years given special attention.

The other teachers continue the zealous and faithful service which has given to the school the high character and reputation it has so long enjoyed.

#### PLUMBING AND DRAINAGE.

The plumbing of the school building was put in fifteen years ago, and was fairly well up to the standard of that time. Since then, however, radical changes of method have been made, and many of the arrangements and devices considered satisfactory a few years ago are no longer approved, or even tolerated in first-class buildings.

There is also a somewhat uneasy and suspicious state of



public feeling with reference to the whole matter, which cannot wisely be disregarded.

It was therefore thought best that the entire work should be thoroughly gone over again, and made to conform, in principle and workmanship, to the strictest standards of the present day. This has accordingly been done, under the personal supervision of Mr. Charles H. Baldwin of this city, a plumber of high repute; and we are confident that we have now in operation as perfect a system of plumbing as any public or private building can show. The cost of the work was about seven hundred and fifty dollars (\$750.)

The question of sewerage has been permanently settled by connecting the drain pipe with the city sewer, a work which has proved to be of considerable magnitude and cost, owing to the rocky character of the ground.

#### THE GROUNDS.

It is with great gratification that the visitors report that the extensive and picturesque grounds on which the school building stands are, at length, suitably inclosed.

A wall of solid masonry, capped with rough-hewn granite of a brilliant color, now gives the finish and protection that the lot has long needed, and two ample gateways afford easy and natural access from the north-east and the south-west.

Teachers and students, with new pride and courage, have resumed their work of beautifying the rugged paths and groves with trees, shrubs and vines; and it is safe to say that within a few years no State institution will be able to show more tasteful or attractive surroundings than the Normal School at Worcester.

#### ACKNOWLEDGMENTS.

We are much indebted to Professor Fiske, as above intimated, for his very able anniversary address.

We also tender our thanks, not for the first time, to Edward Winslow Lincoln, Esq., for timely suggestions and contributions toward the improvement of our grounds.

Benjamin F. Dodge, Esq., has kindly presented the school with a copy of the history of the town of Sutton.

## STATISTICS.

NOTE. The statistics of this school have heretofore covered the calendar year (that being the fiscal year for State institutions) instead of the academic year; that is, the time from September to July, during which the school is in session.

For greater simplicity and convenience, a change is now made, whereby the statistics which follow relate only to what is commonly called the "school year;" namely, in the present report, from September, 1887, to July, 1888.

## 1. NUMBERS.

Number of pupils in the first term, 173; number of pupils in the second term, 165; whole number of pupils in attendance during the school year 1887-1888, 198.

## 2. NUMBERS IN ENTERING CLASSES.

In September, 1887, 49; in February, 1888, 19; total, 68.

## 3. AVERAGE AGE OF PUPILS ADMITTED.

In September, 1887, 18 years 5 months; in February, 1888, 18 years 4 months.

## 4. OF THOSE ADMITTED THERE WERE:

From Worcester County, 62; from Connecticut, 2; from Kentucky, 1; from New York, 1; from Vermont, 2; total, 68.

## 5. OCCUPATIONS OF PUPILS' PARENTS.

Professional, 2; mercantile, 11; skilled labor, 24; unskilled labor, 28; unknown, 3; total, 68.

## 6. NUMBERS IN GRADUATING CLASSES.

In January, 15; in June, 15; total, 30.

## 7. AVERAGE AGE OF GRADUATES.

In January, 21 years 4 months; in June, 20 years 7 months.

Of the above graduates, *nearly all* are already (Nov. 1, 1888) engaged in teaching.

## 8. THE LIBRARY.

Number of text books added, 230 volumes; number of reference books added, 126 volumes; total additions, 356 volumes.

Whole number of text books now in library, 4,850 volumes; whole number of reference books now in library, 2,340 volumes; total, 7,190 volumes.

E. B. STODDARD,

A. P. STONE,

*Visitors.*

## STATE NORMAL ART SCHOOL.

GEORGE H. BARTLETT, PRINCIPAL.

## INSTRUCTORS.

Mr. G. H. Bartlett, Lecturer and Teacher of Historic Schools of Ornament, Design, Light and Shade, Class A; Mr. W. F. Brackett, Perspective Geometry, Isometric Projection, Building Construction, Model Drawing, Class A; Building Construction, Architectural Design and Perspective, Class C; Miss Deristhe L. Hoyt, Theory of Color and Monochrome, Class A; Water-Color Painting, Chemistry of Colors and History of Painting, Class B; Miss Mercy A. Bailey, Oil Painting, Industrial Design, Theory and Harmony of Color, Class B; Mr. Albert H. Munsell, Drawing and Painting of the Figure, and Anatomy, Class A, B and Life; Mr. A. K. Cross, Orthographic Projection, Projection of Shadows, Machine Drawing, Model Drawing, Class A; Advanced Perspective, Class B; Descriptive Geometry, Machine Drawing, Shadows, Topography, Ship Draughting, Class C; Mrs. A. M. Rydingsvård, Model Drawing, Class A; Mr. T. E. Sweeney, Sculpture and Design in the Round, Modelling and Casting, Charcoal from Cast and Life; Miss M. L. Field, Elements of Psychology, Principles and Methods of Teaching, History of Education, Outlining Course of Drawing for Public Schools.

The efficiency of the school during the past year is a satisfactory advance upon preceding years. The development of the work in the several departments is quite manifest, and every way justifies the general plan of the school.

The instruction in Class C, which was distributed among several teachers, suffered less than might have been expected, and is now again in the hands of Mr. Cross, who seems to have fully recovered his health.

The anticipations expressed in the report of last year, in regard to the work of Mr. F. H. Tompkins in the "life class," were fully realized. It was definitely understood that his engagement covered but one year, as he purposed again to pursue professional work abroad.

The instruction of the class, according to previous arrangement, is now devolved upon Mr. Albert H. Munsell, a gradu-



ate of the school and formerly a teacher in it, who, having spent three years in Paris, winning high honors both for himself and our school, comes back to us amply qualified for the new services upon which he has entered.

The "public school class," under the direction of Miss Field, is fulfilling the purposes for which it was organized. The arrangement continues with the Prince School, to furnish, out of school hours, young children for a practice class, the benefits of which are becoming more and more manifest. The students of this department, now on their second year, are exhibiting commendable strength in their work, and, in clearness and accuracy of expression, and in self-possession upon the platform, show a marked advance; while the new class on entrance examination takes relatively high rank.

Of the other teachers we need not speak. The principal, a master in the various departments of work, so conducts the school as to secure the best general results.

The appropriation for the year was \$16,000, which will cover the expenditures.

The school increases annually in numbers as well as in efficiency.

Number in 1886-87, 154; number in 1887-88, 187; number entering Class A, to Oct. 25, 1887, 74; number entering Class A, to Oct. 25, 1888, 91; number of post-graduates, 2.

The average age at the time of admission was 22 years, or, excluding ten of the oldest, 21 years and a fraction.

Of the parents of students, 38 had deceased; those of 7 had retired from business. The others were: Farmers, 9; clergymen, 9; merchants, 7; grocers, 6; bookkeepers, 5; carpenters, 4; inventors, commission merchants, dentists, architects and builders, druggists, 3 each; provision dealers, teachers, physicians, real-estate brokers, watch-makers, manufacturers, attorneys-at-law, United States appraisers, machinists, salesmen, painters, distillers, masons, 2 each; and 61 other occupations, 1 each; making a total of 187.

The distribution of residences by counties was as follows:—

Suffolk, 81; Middlesex, 46; Norfolk, 15; Essex, 11; Worcester, 7; Hampden, 6; Hampshire, 4; Bristol, 4; Plymouth, 3; Barnstable, 2.

The remaining students were from other States, as follows:—

New Hampshire, 2; Illinois, 2; Minnesota, 1; Missouri, 1; District of Columbia, 1; Canada, 1.

Certificates and diplomas were awarded, June 22, 1888, as follows : —

Certificates, Class A, 44 ; Class B, 17 ; Class C, 8 ; Class D, 8. Diplomas A, B and D, 8 ; A and C, 8.

Since September, 1887, the number of students who have been appointed to positions for professional work is 27, of whom 21 are employed in Massachusetts, and 6 in other States. In Boston alone 9 are employed in various positions ; others in the cities of Malden, Somerville, Salem, Lawrence, Waltham, Quincy, Newton and Brockton. Of those employed out of the State, 2 are in Brooklyn, N. Y. ; 1 in Providence, R. I. ; 1 in Bloomington, Ill. ; 1 in Pomfret, Conn. ; and 1 in Denver, Col.

Certificates and diplomas had been awarded to 25 of the foregoing 27, namely : —

Certificate A, 6 ; A and B, 5. Diploma A, B and D, 2 ; A and C, 5 ; A, B, C and D, 7 ; total, 25.

Not a little inconvenience is experienced from the lack of adequate space in the building for studio work. It is possible to supply this deficiency by finishing a room in a portion of the large space over Class A hall, at an expense of from \$2,000 to \$3,000.

A. A. MINER,  
F. A. WALKER,  
H. E. SCUDDER,  
JOHN W. DICKINSON,  
*Visitors.*

BOSTON, Nov. 1, 1888.

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FIFTY-SECOND ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

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# SECRETARY'S REPORT.

*To the Board of Education.*

I respectfully present herewith the fifty-second annual report of the Secretary.

## SUMMARY OF STATISTICS FOR 1887-88.

Number of cities and towns: cities, 23; towns, 328.

All have made the annual returns required by law.

Number of public schools, . . . . .	6,918
Increase for the year, . . . . .	82
Number of persons in the State between the ages of 5 and 15, May 1, 1887, . . . . .	359,504
Increase for the year, . . . . .	6,452
Number of pupils of all ages in all the public schools during the year, . . . . .	358,000
Increase for the year, . . . . .	4,639
Average membership of pupils in all the public schools during the year, . . . . .	293,941
Increase for the year, . . . . .	2,402
Average attendance in all the public schools during the year, Increase for the year, . . . . .	264,723
Per cent. of attendance based upon the average membership,	90
Number of children under 5 years of age attending the public schools, . . . . .	1,178
Decrease, . . . . .	197
Number of persons over 15 years of age attending the public schools, . . . . .	29,543
Increase for the year, . . . . .	575
Number of persons employed as teachers in the public schools during the year: men, 1,010; women, 8,887; total, . . .	9,897
Number of teachers required by the public schools, . . .	8,559
Number of teachers who have attended normal schools, . . .	3,246
Increase for the year, . . . . .	112
Number of teachers who have graduated from normal schools,	2,677
Increase for the year, . . . . .	144
Average wages of male teachers per month in public schools,	\$119 34
Increase, . . . . .	\$2 49
Average wages of female teachers per month in public schools,	\$44 88
Decrease, . . . . .	\$0.05
Aggregate of months all the public schools have been kept during the school year, . . . . .	60,865-10

Average number of months the public schools have been kept for the entire year, . . . . .	8-9
Number of high schools, . . . . .	230
Number of teachers in high schools, . . . . .	737
Number of pupils in high schools, . . . . .	22,785
Amount of salaries paid to principals of high schools, . . . . .	\$292,303 47
Evening schools: number, 214; kept in 50 cities and towns. Number of teachers, 919; whole number of pupils, 24,725; men, 17,374; women, 7,351; average attendance, 12,823; expense, . . . . .	112,873 75
Amount raised by taxation for support of public schools, including only wages of teachers, fuel, care of fires and school-rooms, . . . . .	5,114,402 41
Increase for the year, . . . . .	\$54,462 98
Expense of supervision of the public schools, . . . . .	209,757 88
Salaries of superintendents included in the above, . . . . .	96,831 28
Expense of preparing and printing school reports, . . . . .	12,574 96
Expense of sundries, — books, stationery, maps, charts, etc., . . . . .	428,736 05
Amount expended in 1887-88 for new school-houses, . . . . .	545,392 94
Amount expended for alterations and permanent improvements in school-houses, . . . . .	138,961 93
Amount expended for ordinary repairs, . . . . .	468,652 96
Amount of voluntary contributions to public schools, . . . . .	3,890 30
Amount of local school funds, the income of which can be appropriated only for the support of schools and academies, . . . . .	2,371,970 11
Income of local funds appropriated to schools and academies, . . . . .	109,095 04
Income of funds appropriated for public schools at the option of the town, as surplus revenue, tax on dogs, etc., . . . . .	96,211 66
Income of State school fund paid to cities and towns in aid of public schools for the school year 1887-88, . . . . .	68,625 33
Of this amount there was appropriated for apparatus and books of reference, . . . . .	3,040 80
Aggregate returned as expended upon public schools alone, exclusive of repairing and erecting school-houses, . . . . .	5,934,198 59
Of the above, to each child in the State between 5 and 15 years of age, . . . . .	16 50
Including in the aggregate above the expense of repairing and erecting school-houses, the sum is, . . . . .	7,087,206 42
To each child in the State between 5 and 15 years of age, . . . . .	19 71
Percentage of valuation of 1887 appropriated for public schools, including only wages of teachers, fuel, care of fires and school-rooms, . . . . .	.002, <sup>64</sup> / <sub>100</sub>
Percentage of valuation of 1887 appropriated for public schools, including all the items in the last aggregate above, . . . . .	.003, <sup>66</sup> / <sub>100</sub>
Number of academies, . . . . .	76
Whole number of students for the year in academies, . . . . .	12,432
Amount of tuition paid, . . . . .	\$509,005 89
Number of private schools, . . . . .	348
Whole number of pupils attending for the year, . . . . .	30,090
Estimated amount of tuition, . . . . .	\$398,463 75



## ANALYSIS OF RETURNS.

The first duty imposed upon the Board of Education by the Act of 1837, which created it, was to lay before the Legislature an abstract of the school returns of the State. The wisdom of this provision becomes more apparent each succeeding year.

While the growth of the public school system of the State is apparent, these annual statistical returns furnish the only means of measuring that growth. They serve to show the direction which the changes are taking, and sometimes they call attention to movements which might otherwise escape observation.

By presenting the truth they often allay ungrounded fears; while, on the other hand, they may confirm opinions which, without them, would be only suspicions.

They afford an opportunity to include the whole State in the survey, and thus enable the citizens to judge more accurately than is possible if their outlook is confined to their own community.

This broadening the field of vision and multiplying facts would of itself justify the work of collecting and publishing these returns.

But the publication also serves as a stimulus to the towns and cities by enabling them to compare their own educational condition with that of their neighbors. A healthy rivalry is established, which results in a more generous school spirit. It is evident that these statistics have helped to cause the progress which they record.

The returns for the school year 1887-88 are not less interesting and suggestive than those of previous years.

The number of persons of school age in the State has increased 6,452. This is a little more than the average increase of the preceding five years, which was 6,335. The number of different pupils of all ages in the schools has increased 4,639. Of this increase, 575 are reported as being over fifteen years of age. The number of children under five years of age has diminished 197.

Making the needed deductions, we find that the increase in the schools, of pupils between the school ages of five and fifteen, has fallen short of the increase of such persons in the State by 2,191. A part of this difference is accounted for by the fact

that many children do not attend school at the early age of five years; another part by the fact that many children leave school before reaching the age of fifteen, the compulsory law releasing them at fourteen.

The average membership of the schools increased 2,402. This is a marked falling off from the average increase of the preceding five years, which was 5,220.

The same relative loss is exhibited in the average attendance of pupils, which increased only 2,564, the average increase for the preceding five years being 5,284, and for the preceding ten years, 4,781.

The statistics of private schools help to explain this loss. The number of pupils in private schools is returned as 30,090. This is an increase of 1,149. But Suffolk County, which reported 2,508 pupils in private schools for the school year 1886-87, reports for 1887-88 but 808, evidently not reporting the number attending the parochial schools. Adding the 1,700 dropped from the Suffolk County returns, there is an increase of 2,849 pupils attending private schools. This explains the falling off in membership and attendance in the public schools.

The actual number of pupils in private schools in Suffolk County is much larger than the largest number ever returned. Official sources report the number of pupils in parochial schools in Suffolk County as 7,201. Adding this number to that contained in the returns to the Board of Education, there results 37,291 as the whole number of pupils in private schools in the State. Of this number, not less than 34,000 seem to be in parochial schools. The number returned as attending private schools has more than doubled in ten years.

The per cent. of attendance, based upon average membership, remains the same as last year, 90. Considering the unavoidable causes of absence from school, it is doubtful if this high ratio is likely to be much increased except in individual cases. Ten towns or cities report an attendance of 95 per cent., while fourteen report less than 80 per cent. The extremes are Lexington, 97 per cent., and Norton, 64 per cent. There can be no reason but public and parental apathy for an attendance much below 90 per cent. of the membership.

The number of children under five years of age attending the public schools shows the same diminution which has been

so marked a feature for several years. Only 1,178 of this class are reported this year, a reduction of 197.

The work of the schools and the interests of the children would be promoted if all of these youngest children could be provided for in public kindergartens.

The number of persons over fifteen years of age attending the public schools is 29,543, an increase of 575. In five years the increase of these older pupils is 5,750. This increase is due to two causes. The passage of the free text-book law was immediately followed by a large increase in the attendance upon the high schools. In the last five years this increase is 3,362. This leaves an increase of nearly 1,400 pupils over fifteen years of age in schools below the high school. This increase is chiefly in the cities and towns having graded schools, the number of advanced pupils in the rural schools steadily diminishing.

These statistics are significant, as showing that the broadening of the courses of study in the grammar schools of the cities, instead of being an evil, as many think, is rendering these schools more attractive because more useful. Many pupils who cannot be spared from labor long enough to take the high school course are allowed to remain one or two years longer in the grammar school.

The increase in the number of children of school age necessitates an increase in the number of schools and in the number of teachers. The number of schools has increased 82, and the whole number of teachers 168.

The number of men employed in teaching is still steadily diminishing. In the last ten years this number has decreased one-tenth. The ratio of the whole number of teachers employed during the year to the number required by the schools is decreasing. This indicates that the tenure of office of teachers is becoming more permanent, and it is a sign of progress. The frequent change of teachers has been one of the greatest hindrances to the success of the several schools.

Another favorable indication is the gain in the number of teachers who have graduated from normal schools. During the last year this number increased 144, while the number who had attended normal schools increased 112. Since 1879, the first year when the returns separated the number

who had graduated from the number who had attended normal schools, the number of such graduates employed in the State has increased forty per cent., and the number employed who have attended normal schools has increased forty-five per cent., while the whole number of graduates from these schools has increased in a smaller ratio. This shows a considerable lengthening of the term of teaching by the normal graduates, and, taken in connection with the greater permanence of the teachers of the State as a whole, shows also that teaching is more and more recognized as a profession by those who engage in it. During the eight years mentioned above, the ratio of normal graduates employed to the whole number of teachers has increased from twenty-two per cent. to twenty-seven per cent. The gain to the teaching force of the State is even more marked than these figures indicate, as the normal graduates become centres of influence, and communicate their own spirit and knowledge to the teachers about them.

The decrease in the number of male teachers employed is accompanied by an equally steady increase in their compensation. The average wages per month is now \$119.34, an increase of fifty-seven per cent. in the last ten years. Notwithstanding this increase, the school authorities have difficulty in finding a sufficient number of men qualified to take the important position which the graded system has created. The standard of qualifications required has risen even more rapidly than the pay. No profession offers positions of greater trust and responsibility than those occupied by persons at the head of the high and grammar schools of our system.

It is a gratifying fact that the demand for professional training and experience has been accompanied with the offer of increased compensation to the women as well as to the men. During the last ten years the pay of female teachers has increased thirty-six per cent. The inadequate compensation still given by some of the towns prevents their schools from making that progress which marks the State as a whole.

The average number of months the schools have been kept during the year is eight and nine-tenths ( $8\frac{9}{10}$ ). The statutes require all the schools to be kept for at least six



months in each year. Of the 351 towns and cities in the State all but nineteen exceed this limit. With one exception these nineteen are in the four western counties. Five towns have kept the schools a less time than the law requires. It frequently happens in the smaller towns that the school committees are forced to choose between losing good teachers and shortening the term of the schools. Reasoning that a good school for a short term is of more value than a poor school for a longer term, they reduce the school year. As the average wages of teachers increase, it becomes more and more difficult for the poorer towns to keep up both the quality and the quantity of their school work.

The high schools exhibit an increase of one school, 36 teachers, and 379 pupils. These schools are steadily improving in the character of their work, and in their influence upon the schools below them.

Evening schools have been maintained in fifty cities and towns. The number of schools is 214, an increase of 60; the number of teachers 919, an increase of 289; the number of pupils 24,725, an increase of 9,044; the average attendance 12,823, an increase of 4,837. This large increase is due to the act of 1887, which prohibits the employment of illiterate minors unless they are regular attendants of day or evening schools. It is evident that the manufacturing towns and cities are willing to provide the amplest means to secure the education of all their people. Such ready and cheerful compliance with the letter and spirit of the school laws on the part of the employers and the municipal authorities is in keeping with the whole educational history of the Commonwealth.

The whole amount of money raised by taxation "for the support of schools," this including only wages of teachers, fuel, care of fires and school-rooms, was \$5,114,402.41, an increase of \$54,462.98. The amount received from all sources and expended for the schools, exclusive of money spent for building and repairing school-houses, was \$5,934,198.59, an increase of \$76,877.59, and equal to \$16.50 for each child in the State between five and fifteen years of age. The whole amount expended for all public school purposes was \$7,087,206.42, an increase of \$87,222.90, and equal to \$19.71 for each child of school age. The percentage of valuation appropriated for pub-

lic schools was  $.003\frac{66}{100}$ , somewhat more than one-third of one per cent.

### SPECIAL INSTITUTIONS.

The State has provided for the care and instruction of deaf children at the American Asylum in Hartford, the Clarke Institution in Northampton, and the Horace Mann School in Boston. A special appropriation was made this year to the New England Industrial School for Deaf-Mutes in Beverly. As in other years, provision has been made for the blind in the Perkins Institution in South Boston, and for the feeble-minded in the School for the Feeble-Minded in South Boston.

The sums expended for these purposes during the year are :

For the deaf, . . . . .	\$28,838 58
blind, . . . . .	30,000 00
feeble-minded, . . . . .	25,000 00
	<hr/>
	\$83,838 58

### THE AMERICAN ASYLUM.

During the year covered by the seventy-second annual report of this school, Massachusetts supplied 60 of the 178 pupils in attendance.

Every department of the school is in a flourishing condition, and its high standard has been fully maintained. Its aim is the mental, moral and physical development of its pupils. In the shops the eye and the hand are trained for work. In the schools every expedient and every method proved useful, is eagerly seized upon and used for the development and storing of the mind. Written language, the manual alphabet, the sign-language, pictures, books, are all freely used.

In the younger portion of the school, books specially prepared for the deaf are made use of, but the older classes study the same text books that are used in the public schools. The whole course of instruction is made as practical as possible, the aim being to fit the pupils to live independently.

Articulation and lip-reading receive careful attention. The school has four special teachers of those branches, and they are systematically and thoroughly taught. The results attained are gratifying.



## CLARKE INSTITUTION.

The past year, ending Aug. 31, 1888, has been one of increased success and prosperity to the Clarke School. It had during the year 99 pupils and ended with 94 — girls 51, boys 48; in the primary department 42; in the grammar department 57; boarding pupils 98; day pupils 1. Of the whole number, 82 were from Massachusetts.

In mental culture, more rapid progress is believed to have been made by the pupils than formerly. The testimony of a competent and disinterested visitor of the school for years, is that at his last visit he found better work done than ever before.

The number instructed in drawing has been 40; in wood-carving 7; in cabinet work, carpentry, and seating cane-bottomed chairs 25. The girls have been taught light housework and sewing.

The trustees of this institution urge the importance of so changing the present law as to allow more than ten years instruction of deaf children at public expense. They say:—

It will take the deaf child more than four years to reach the same vantage ground with which the hearing child begins school life. This leaves less than six years for ordinary instruction. Even during this time its progress is terribly handicapped by deafness. It can learn only through the eye, involving tiresome repetition, and not much out of school hours, whereas the hearing child learns through both eye and ear with rapidity and certainty, and gets enlightenment and expansion of mind in subsidiary ways during most of its waking hours.

Yet to the deaf pupil only ten years of schooling are allowed, while to the hearing pupil no limit is prescribed. The latter, after acquiring a better English education than any deaf child can possibly acquire in ten years, may remain in school till prepared for any college for males or females in the country. Is there any good reason for such discrimination? Both classes alike receive their schooling at public expense. No adequate justification is to be found in the matter of board. About one-third of the deaf pupils of the State, board with their parents and attend the Boston day school, while nearly half the cost, both of board and tuition for the other two-thirds, is defrayed by the funds of the two schools to which they are sent.

The extension or removal of the ten years' limit would cause but trifling expense to the Commonwealth. The present average school life of deaf pupils is much less than ten years. As in other schools, some drop out from their own fault, some from the fault of parents, and some from causes beyond human control. The school life of others is shortened by the indigence of families which need their service as soon as they are capable of remunerative labor.

It is only a few of the more gifted and aspiring to whom the present limitation is a grief and a hardship. It is the same few, too, who would make the best return to the public for enlarged opportunity.

Of our 99 pupils last year, 13 were precluded from returning to school by the ten years' limitation, but the corporators allowed the more meritorious of them, to the number of five, to continue school life another year, wholly at the expense of the institution. In New York State, which has seven schools for the deaf, all pupils are allowed eleven years, and those of exceptional capacity and promise, fourteen years. Maryland, Illinois, Minnesota and California impose no more limit to the schooling of deaf than to that of hearing children.

It is greatly to be desired that the existing law on the subject in Massachusetts should be at least so modified as to rest in the executive of the Commonwealth discretionary power to prolong school life beyond ten years to individual pupils properly recommended therefor by the school officials conversant with them.

The report of the Clarke Institution also contains the following statements concerning the best school age for deaf children : —

There is a difference of opinion among experienced teachers as to the best age for sending deaf children to school. On the one hand, such children have so much to learn as compared with hearing children that their education ought to be begun as early as possible ; on the other, there are obvious objections to taking them away from their homes — as in the great majority of cases is necessary in order that they may receive proper instruction while they are still young. The decision must depend largely upon the circumstances of the individual, and the facilities offered by the State in which he resides. Where the term of instruction afforded by the State is limited to six or seven years, and where children are surrounded by favorable influences at home, probably ten or twelve is the best age for them to be sent to school, since experience has shown that the six or seven years following that age are those in which the most can be accom-

plished for the physical, mental and moral development of the deaf-mute ; but where, as is the case in some States, there is no limit to the term of instruction, where proper provision is made for the care and teaching of the little children by kindergarten methods apart from the older pupils, and especially where the home influences are bad, it is desirable to send them as young as six years of age. From six to ten they will make less progress at school than from ten to fourteen, but if, in addition to those four years under ten, they remain six or seven years longer, they will be able to acquire a much fuller mastery of the language of their fellow-men, and to reach a far more advanced stage of education in all respects than if their education had not been begun until the years of childhood were passed.

The best advice to be given to parents, whose means enable them to provide a private teacher, is this : Obtain a competent tutor or governess for your child at three or four years of age. Let the efforts of this teacher for seven or eight years be devoted almost wholly to giving the child language, articulation and speech-reading by the natural or intuitive method, which imitates as closely as the nature of the case allows, the manner in which hearing children learn to speak, and let the teacher's efforts be heartily seconded by all the other members of the family. When the child is ten or twelve years old send him to school to pursue other branches of study and complete his education. The command of idiomatic language acquired by the home training is something that could not be imparted at school, while the moral and intellectual training received at school could not be attained at home.

Intelligent parents and friends, whose pecuniary circumstances do not allow them to employ a private teacher, can themselves do a great deal in the way of preparing their deaf children for school life by forming in them habits of order and obedience, and by teaching them the use of pencil and pen, counting, and common words in their written forms. If the child already possesses speech gained before hearing was lost, great efforts should be made to retain the speech and to cultivate the habit of reading the speech of others. If any hearing exists, it should be utilized in practice. . . . In all cases the deaf child should be governed with the same firmness as his hearing brothers and sisters. While due allowance should be made for his inability to understand, and he should be protected as far as possible from the teasing of playmates, he can and should be taught strict obedience to parents, and due respect for the rights of others.

## HORACE MANN SCHOOL.

The report of statistics for the last year is as follows : The school opened on Sept. 7, 1887, with 69 of its former pupils — 28 boys and 41 girls. During the year, 7 boys and 8 girls were admitted, and 3 boys and 5 girls were discharged. In June, 1888, at the close of the year, there were 76 pupils belonging to the school — 32 boys and 44 girls.

The new school-house, which is now being erected upon Newbury Street, will probably be ready for occupancy early in May. This building has been planned with especial reference to the needs of the school, and when completed will be fully appreciated by pupils and teachers. The first floor is arranged for the primary department, and upon it are five school-rooms, a reception room, a teacher's room and a small hall. The second floor is for the grammar department, on a similar plan to the first floor, with a room for the principal. The upper floor will be used for classes in sewing, drawing, and for general exercises. The lower story will be for preparatory training for industrial pursuits. In these rooms type-setting, carpentry and clay-modelling will be taught. Friends of the school have generously offered to assist in fitting up and furnishing them.

Plan of work for the younger classes: The work with beginners comprises instruction in speech, speech-reading, the recognition of written and printed words and sentences associated with objects, actions, and the relations of objects ; penmanship ; the development of ideas of form through the arrangement of splints, blocks, etc. ; the recognition of numbers to ten, with their expression in words and figures. In the next class, the children are taught to associate the sounds of speech with the letters which represent them, and have drill in reading combinations of the vowel and consonant elements. They also have daily reading lessons from a primer. Oral and written descriptions of actions, using both the present progressive and the past forms of the verb, increase the children's power to express their thoughts in words. The plan for this language-work is arranged to introduce the more common verbs and also to teach the use of the pronouns, both personal and interrogative. The addition and subtraction of numbers is taught as



in the lowest primary grade of schools for hearing children. The pupils are encouraged to communicate their thoughts upon a given topic, and the teacher aids them in arranging their ideas in simple sentences. The additional work given in the next higher classes prepares the pupils to appreciate the language of books. They are taught to answer a variety of questions upon the text of a reader and upon pictures, and to frame questions upon printed statements. In these classes the number-work as arranged for primary schools is completed.

The upper classes in the school have lessons in arithmetic, geography and history from the ordinary school text books.

The appreciation of the parents of the opportunity afforded them by the Horace Mann School, to keep their children under their own care and influence, has been touchingly shown many times since its establishment. Fathers, mothers, or attendants have brought children to the school day after day for varying periods of time, until the children were able to come and go with safety by themselves.

During the past year boys and girls have attended afternoon classes in the North Bennet Street Industrial School, and girls received instruction in cookery at the School Kitchen in Tennyson Street, and at the School Kitchen connected with the Warren Street Chapel. The value to our pupils of this preparatory training cannot be over-estimated. They, more than others, need to become familiar with tools and to be made skilful in using them before going out into the working world to take places with hearing persons.

#### STATISTICS.

##### *American Asylum.*

Number of Massachusetts pupils Jan. 1, 1888,	.	.	.	.	.	51
“ admitted during the year,	.	.	.	.	.	7
“ dismissed during the year,	.	.	.	.	.	7
“ in school Jan. 1, 1889,	.	.	.	.	.	51

##### *Clarke Institution.*

Number of Massachusetts pupils Jan. 1, 1888,	.	.	.	.	.	75
“ admitted during the year,	.	.	.	.	.	19
“ dismissed during the year,	.	.	.	.	.	20
“ in the school Jan. 1, 1889,	.	.	.	.	.	74

*Horace Mann School.*

Number of Massachusetts pupils Jan. 1, 1888,	.	.	.	.	.	67
“ admitted during the year,	.	.	.	.	.	20
“ dismissed during the year,	.	.	.	.	.	15
“ in the school Jan. 1, 1889,	.	.	.	.	.	72

## AMOUNT EXPENDED FOR THEIR INSTRUCTION DURING THE YEAR.

*Paid Clarke Institution.*

75 pupils for quarter commencing April 1, 1888,	.	\$3,222	50	
72 pupils for quarter commencing July 1, 1888,	.	3,115	00	
70 pupils for quarter commencing Oct. 1, 1888,	.	3,037	53	
71 pupils for quarter commencing Jan. 1, 1889,	.	3,187	75	
				<hr/> \$12,562 78

*Paid Horace Mann School.*

68 pupils from Feb. 1, 1888, to July 1, 1888,	.	\$3,442	55	
59 pupils from Sept. 1, 1888, to Feb. 1, 1889,	.	2,788	30	
Transportation of pupils,	.	328	27	
				<hr/> 6,559 12

*Paid American Asylum.*

51 pupils for quarter commencing March 1, 1888,	.	\$2,262	50	
51 pupils for quarter commencing June 1, 1888,	.	2,262	50	
50 pupils for quarter commencing Sept. 1, 1888,	.	2,218	75	
52 pupils for quarter commencing Dec. 1, 1888,	.	2,437	50	
Clothing furnished beneficiaries for the year ending July 1, 1888,	.	160	43	
				<hr/> 9,331 68
C. P. Wells, support of Mary Wells,	.			75 00
Kindergarten for Blind, support of Edith Thomas,	.			300 00
				<hr/>
Aggregate amount expended during the year,	.			\$28,838 58

## PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

This institution consists of four distinct departments, — the kindergarten, which was opened in Jamaica Plain, May 2, 1887, for blind children of both sexes between the ages of six and nine years; two departments of the school proper, at South Boston, one for boys and the other for girls between nine and nineteen years of age; and a workshop for adults, in which some trades are taught, and followed mostly by those who have lost their sight at a period of life beyond the school age. The first three departments, therefore, represent the educational work of this establishment.



The total number of blind persons connected with this institution, Oct. 1, 1888, was 214; of whom 19 belonged to the workshop for adults, and 195 were connected with the educational departments. Of the latter number the distribution was as follows:—

Pupils belonging to boys' department, . . . . .	86
“ “ girls' department, . . . . .	67
“ “ the kindergarten, . . . . .	27
Teachers and employees, . . . . .	12
Domestics, . . . . .	3
Total, . . . . .	<hr/> 195
Number of Massachusetts beneficiaries, . . . . .	100
“ adults belonging to Massachusetts, . . . . .	20
“ blind persons belonging to other States, . . . . .	94
Total, . . . . .	<hr/> 214

The corps of instructors consists of a director, eleven literary teachers, twelve music teachers with three music readers, one tuning master with one assistant, and two teachers in handicraft with four assistants.

The financial status of the institution appears in the following summary of the annual report presented by the treasurer to the corporation:—

*Receipts.*

Cash in the treasury Oct. 1, 1887, . . . . .	\$3,028 47
Annual appropriation from the State of Massachusetts, . . . . .	30,000 00
Income from all other sources, . . . . .	53,669 97
Legacies and donations, . . . . .	6,930 00
Donations and contributions to the kindergarten fund, . . . . .	33,870 08
Collection of mortgage notes and sale of bonds, . . . . .	35,993 75
	<hr/> \$163,492 27

*Disbursements.*

Maintenance, superintendence and instruction, . . . . .	\$53,458 67
Kindergarten grading and repairs on property let, . . . . .	2,872 48
All other expenses, . . . . .	15,970 02
Investments, . . . . .	53,884 58
Cash in hands of treasurer Oct. 1, 1888, . . . . .	37,306 52
	<hr/> \$163,492 27

The following extract from the last report of the trustees to the members of the corporation show, briefly, the character of the instruction given in this establishment : —

#### THE SCHOOL.

This is the central interest of the Perkins Institution. The whole evidence of the director and the teachers, and all the personal inspection which the members of this Board have been able to make, warrant us in saying that the education in all its departments, — physical, intellectual, æsthetical, moral, practical, — has been more than kept up to the high standard of the past few years. . . .

Physical training receives more and more careful attention here as its importance becomes more appreciated, and its methods, its science we may say, more understood. . . .

In the intellectual department, in reading from the raised type and from the Braille ; in spelling, writing and reciting, and in forming habits of distinct enunciation and agreeable, persuasive, and yet unaffected utterance ; in mental arithmetic and geography (branches in which these pupils have, for years, peculiarly excelled) ; in algebra ; in natural history, which with them is entirely object teaching ; and in higher branches, like mental and moral philosophy, history, literature and science, to which small classes of the more advanced pupils give considerable time, the work is faithful on the part of teacher and scholar. All that could be said of it a year ago can be said now, and even more, for there is always progress.

Music has always held a prominent place in this seven years' course of education. Here, too, we must report a steady, uniform improvement. . . . The number of pupils who received musical instruction during the past year was one hundred and thirteen. Of these, eighty-eight studied the piano-forte ; ten, the cabinet and pipe organs ; six, the violin ; eight, the clarinet ; one, the flute ; nineteen, brass instruments ; thirteen, the history of music ; thirty-eight (divided into four separate classes) studied harmony ; eighty-four practised singing in classes, of which there are five ; and twenty-five received private lessons in vocal training.

Among the studies and the remunerative industries of the institution, the tuning of pianos has been practised with remarkable success. . . .

This scheme of education, already large and many-sided, would not be complete without industrial training, whereby every pupil, boy or girl, may go out into the world armed for self-support by a practical acquaintance with some branch of manual industry. And this has been provided for from the date of the organization of the

school. There is a workshop for the boys in which the usual mechanic arts are taught, and with success. . . . The work-rooms for the girls are as attractive as ever, offering a scene of active, varied, cheerful, useful, tasteful activity. . . . In these rooms, many of the girls have become adepts in the use of the needle, as well as in the manipulation of sewing and knitting machines.

The printing office of the institution embosses not only text books required for the use of the school, but it also provides a library of volumes for reading and reference, and is gradually furnishing the blind with a valuable literature by printing each year a few of the best books of the best authors in poetry and prose. Wall maps and dissected maps in relief are also manufactured, as well as other tangible apparatus for school use.

During the past year the subject of the education of blind deaf mutes has claimed considerable attention. The fiftieth anniversary of Laura Bridgman's connection with the school was celebrated Dec. 21, 1887, and the occasion recalled public attention to the memorable achievement of Dr. Howe, who first demonstrated the possibility of establishing intercourse with persons shut in by these rigid limitations, and of bringing them into natural relations with their fellow-creatures. Half a century of growth has not only confirmed our faith in the practicability of education for this class, but has developed it to larger hopes and expectations. The year which has just elapsed has afforded a rare opportunity for studying the subject in connection with the education of two little girls—one eight years of age, and the other nine—both of whom are being taught in a manner similar to that pursued by Dr. Howe with Laura Bridgman.

Helen Keller, of Tuscumbia, Ala., lost the senses of sight and hearing from an attack of congestion of the stomach when nineteen months old. A graduate of this institution was selected as her governess, and has had the exclusive care and instruction of the child for the past nineteen months. During this time Helen has acquired a vocabulary of about three thousand words, which she can read and write correctly in two different systems used by the blind. She has also learned to converse very fluently with her fingers, rarely, if ever, making a mistake either in grammar or orthography. Her perceptions are re-

markedly acute, and it is unnecessary to add that she has a very retentive memory, and an unusual gift for language.

Edith Thomas, of Malden, Mass., had an attack of scarlet fever and diphtheria, at four years of age, which resulted in total loss of sight and hearing, and, consequently, of speech. She is now a pupil at the kindergarten in Jamaica Plain, where she has been under instruction for nine months. She is very self-reliant and gives indications of marked individuality. She has learned to use, in writing and in conversation with the fingers, about four hundred words; and she has become very skilful in the kindergarten tasks and games. Both these children are physically well-developed, strong and healthy, and they are naturally very bright and intelligent. Their dispositions and abilities are quite diverse, and their progress will be watched with intense interest.

#### MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

The following are the statistics of this school, Sept. 30, 1888:—

Number of pupils Sept. 30, 1887, . . . . .	193
admitted during the year, . . . . .	38
discharged during the year, . . . . .	30
of pupils Sept. 30, 1888, . . . . .	195
Average number during the year, . . . . .	195

The number present at the close of the year was classified as follows:—

Private pupils, . . . . .	16
School beneficiaries of Massachusetts, . . . . .	82
Custodial cases supported by State, . . . . .	24
Custodial cases supported by cities and towns, . . . . .	54
Beneficiaries of other New England States, . . . . .	17

The current expenses for the year amounted to \$34,882.33. The weekly per capita cost was \$3.25.

The Legislature of 1888 appropriated the sum of \$200,000 for the erection of buildings for the feeble-minded upon the new estate at Waltham.

#### RELATIONS OF THE STATE TO HER PUBLIC SCHOOLS.

History informs us that the idea of a system of free public schools originated in the same minds that established for us a free democratic State.



From the most ancient times in the history of the State the people have been accustomed to think that the free common school and compulsory education are the legitimate offspring of those ideas that led to the establishment of our democratic form of government, and that neither can exist without the other. If this is true, the State must hold a vital relation to her public schools. This truth will appear if we consider, first, what sort of person a democratic State is, and, second, what relation her public educational institutions hold to her existence and to her well-being.

A free State like our own is a community of persons living within well-defined limits of territory and acting together under a permanent organization, controlled by self-imposed rules for the protection of these persons in the enjoyment of the objects of their natural rights and for their development into good citizens.

As the State is a community of persons, the State and the people are one and the same thing. Therefore, when we declare what the State may do, we are affirming what the people may do for themselves.

As the State, which we have defined, is governed by self-imposed rules, the people are their own rulers. As men living in the individual condition only, holding no social relations with one another, can neither protect themselves in the possession of the objects of their rights, nor develop their social natures, the existence of the State is a necessity.

The nation or State, then rightly organized for human protection and development, has its origin in the nature and wants of man. If the nature and wants of man require the existence of the State for his well-being, then, like man himself, it must have a divine origin.

The State being the people acting together as a community under self-imposed rules, it must have the right to exercise supreme civil power. In this right to exercise supreme power is found the sovereignty of the State. The sovereignty of the State includes its right to exist, and this right must be higher than all other civil rights. There is sometimes an apparent conflict of laws, as when one law protects a man in the possession of his property and his life, and another compels him to give up the one in support of the government and the other in its defence.



An eminent writer has said, "that the law which in the conflict of laws abrogates or annuls all others, is the law of the State's supreme necessity." That is, when the State is in danger, even the property and the life of individuals must be offered in its defence.

The State, therefore, in its necessity may interrupt and suspend the ordinary course of rights in their reference to the individual. If we consider the nature, origin and purpose of the State, then its right to exist and to exercise supreme civil power will at once appear.

If this view of the State is the correct one, anything that is necessary for its well-being may be rightfully done; especially may that be rightfully done which is necessary to train every individual citizen into harmony with the constitution of the State of which he is a component part. There are three conditions necessary to the formation and continued existence of a free State. One is an intelligent people, who have the independent power of knowing each for himself what human rights are; another is a virtuous people, who are ever ready to render to one another whatever is justly due; and a third is a homogeneous people, who are disposed to act together as a people. The existence and prevalence of intelligence and virtue and a common sympathy among the people, require a wise, faithful and universal application of the influences of a common education.

It was not an accident that the colonists from the first made ample provision for popular education. They knew that there must be cultivated in the minds of those that were to be formed into a democratic State the power to think for themselves, and the disposition to exercise an enlightened conscience in all their social relations with one another.

They knew also that popular education could be secured in no other way than by public schools, organized and controlled and supported by the State; for in no other way can instruction be made common and in harmony with the constitution of the State, or regular and universal attendance be secured, or ample and constant means of support be provided.

A common training of the people of a free State is necessary, that through a common development they may be disposed to think alike concerning the fundamental principles which should

form the basis of civil government, and to exercise that common sympathy by which alone it is possible for human individuals to become a people.

Burke says that “the idea of a people is the idea of a corporation held together by common agreement.” A common agreement is the result of common thinking and common sympathy. The necessary conditions of unity in thinking and feeling by a people are educational institutions, in which the youth may be trained together by common courses of study, pursued in accordance with a common method. It has already been shown that such institutions are possible only as they are established, organized and controlled by the State.

For the well-being of a self-governed State, it is not enough that the people receive some disciplinary school education. They must receive it in the schools of the people.

Burke says that “men are not tied together by papers and seals. They are led to associate by resemblances, by conformities, by sympathies.” Not by the resemblances of outward forms and circumstances; nor by the conformities which result from a natural desire to imitate; nor by the sympathies which spring from the instinctive principle of action, but by those which grow up in minds made alike by a common development.

Whoever has an intelligent and patriotic regard for the preservation and promotion of our democratic State will at once admit the necessity of fostering those institutions which are best adapted to cultivate the democratic spirit. The establishment of common public schools, supported and governed by the State, and the compulsory education of all the children in these schools, so far, at least, as is necessary to intelligent, loyal citizenship, are made clearly necessary by the State's supreme necessity.

This necessity is the solid ground on which is founded the right and duty of the State to support public schools directed by its own government. A belief in these truths controlled the framers of our civil government in their constructive acts, and throughout the history of the Commonwealth has directed all our school legislation.

Our public schools are State institutions. This is made evident by reference to the constitution of Massachusetts and to the public statutes of the State.

Chapter 5, section 2, of the constitution declares, “that wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, it shall be the duty of legislators and magistrates in all future periods of this Commonwealth to cherish the interests of literature and the sciences, and all seminaries of them, especially the University of Cambridge, public schools and grammar schools in the towns.”

Article XVIII. of the amendments provides that all moneys raised by taxation in the towns and cities for the support of common schools shall be applied to and expended in no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended.

In accordance with the spirit of the constitution, the public statutes of the State have made ample provision for the establishment of free public common schools, and have made the attendance of the children of school age upon these schools compulsory.

They provide that the towns shall maintain a sufficient number of schools for all the children who may legally attend school therein; that these schools shall be kept for at least six months of the year, and that they shall be taught by teachers of competent ability and good morals.

The branches of learning which are required to be taught are enumerated. The towns are under legal obligation to maintain a sufficient number of school-houses, and in good order, for the comfort and convenience of the children and their teachers.

Every town is required to raise not less than three dollars for every child between the ages of five and fifteen years in the town, and to send all children between eight and fourteen into the schools for at least twenty weeks in every school year.

Every town is required to choose some of its citizens to serve as members of a school board, which shall have the general charge and superintendence of the schools.

These are some of the provisions which the State has made

for the organization and control of popular education. Towns and individual citizens are required to comply with these provisions under a heavy penalty for their violation.

The compulsory laws of the Commonwealth, requiring the support of public schools and the attendance of the children, suspend the ordinary course of rights of the individual, with reference to his exclusive use of his own property and his absolute control of his own family.

The justice and authority of these laws will appear when it is shown that they have their origin in the State's supreme necessity. Then will appear the supreme right of the State to levy a general tax for the support of public instruction, and to compel all the children to avail themselves of its advantages.

It should not be forgotten that our schools are common public schools. This implies that there is some knowledge which all should know, and some mental cultivation which all should receive. Necessary knowledge and development of mental power are such as enable the individual to direct himself in the future acts of his private and public life. It is the peculiar function of the public school to train the young to think so as to discover the truth for themselves, to feel the pleasure or pain which the truth is adapted to produce, and to choose the best ends.

With such training the learner will be able to enter upon practical life, prepared for the successful performance of all the duties of citizenship in a highly civilized and free State, and with that power of self-control which it is the end of all disciplinary exercises to produce.

The fundamental idea of a system of public common schools, supported and controlled by the State, is that of common education, which every citizen of the State must receive as a necessary preparation for citizenship. This education must produce such states of mind as are favorable to a common belief in those general principles, and that particular form of civil government which the people have pledged themselves to accept and maintain.

The province of the public schools seems to include those exercises only which have a tendency to produce a right general development of the mind, without special reference to any particular application of active power.



In Massachusetts the non-sectarian character of the public school has always been its most distinctive characteristic. The people have always believed, that, while religion is a matter of vital concern to the individual, nevertheless, it is wholly voluntary and personal, as far as the State is concerned ; that every person should regulate his spiritual life according to the dictates of his own conscience, free from the controlling power of public authority ; that all religious bodies are voluntary associations of families holding the same religious doctrines, and that the training of children in any particular forms of religious belief and service belongs wholly and exclusively to the family and the church. It is to these institutions that all strictly religious instruction of the young should be referred.

The people will never submit to a general tax for ecclesiastical objects concerning which the State has no right to express any opinion, and over which it has no right to exercise any control ; but they will freely support those institutions whose exclusive aim it is to train their pupils to become intelligent, virtuous and loyal citizens of a free Commonwealth. While the public common school, from the nature of the case, must exclude from its exercises those topics of study and that training which have for their objects special forms of religious belief and religious service, it should with great fidelity communicate a knowledge of the moral qualities of human conduct, and furnish occasions for acquiring facility in the practice of every virtue.

The supreme interests of the State require that her educational institutions should make their pupils familiar with those moral relations which enable men to become a people, and which enable a people to secure to themselves the unmolested enjoyment of their rights, and the full development of their social faculties.

The relations of school life, and the nature of the exercises of a well-conducted public school, are eminently adapted to the right moral training of the young. The school is a family. The teachers hold parental relations to their pupils, and the pupils the relations of children.

The existence of these relations furnishes the best opportunities for cultivating the spirit of piety, or reverence due to parents, to country, and to benefactors ; for impressing on the



mind the principles of justice, through a school government, which requires the pupils to regard one another's rights, and to contribute by their obedience and personal efforts to their own improvement and to the success of the school. These relations also furnish the best opportunities for exciting a love of truth through a consciousness of its character, and of the ability to discover it by personal investigation and study.

It is the special work of the schools to teach the truth, and the best method to be employed in its pursuit. The daily study, the recitation of what has been learned, and the obedience to rules, require the children to be constantly dealing with truth, both physical and moral. Scholarship and obedience to school regulations imply habits of accuracy and a conscientious regard for truth. In addition to the educating influences derived from pursuing the truth in the various exercises of the school, the children enjoy the important advantage of a good example found in the conduct of their teachers. No person can become a teacher in the public schools of this Commonwealth unless he can furnish satisfactory evidence to the school committee that he possesses a good moral character, as well as competent ability to teach. As a fact, there is no class of professional people in the country that excels the public school teachers in their regard for good morals, and for that good behavior which the statutes have made a part of our public school education.

It would seem impossible from the nature of the case that the young, having been trained by such methods and under such circumstances, should acquire a prejudice against any form of belief which is in harmony with reason.

No more solid foundation can be laid for a belief in good doctrines than exists in an ability to think, accompanied with that liberal disposition which general intelligence is adapted to produce.

Among the important virtues which the public school is adapted to cultivate is patriotism, or love of country. The love of benefactors is a natural affection. It springs up in the mind on the perception of favors received. The public school is the free gift of the State. It is the best gift of a government to its people. As the scholar comes to understand its value to him as an individual and a citizen; as he becomes

aware that his intelligence and the free government which protects him are, in an important sense, the results of its developing influences, his love of country grows strong and his desire to promote its welfare increases.

In the same way it may be shown that the public school, by its organization and exercises, is adapted to cultivate all the social virtues, and at the same time to train the children to that self-control and independence in thinking which are the necessary characteristics of the people of a self-governed State.

The public schools are condemned by some because they are godless institutions. The charge should be carefully examined for its meaning. If it means that theology is not one of the branches of study required or permitted to be taught, the charge is true, and the public common school could not live a day if it were not true.

If it means that the schools are anti-religious in any sense, the charge has already been shown to be unqualifiedly false. It must be false, unless the cultivation of good intellectual and moral habits is opposed to a faithful consideration of the highest truths that refer to our future as well as to our present well-being.

What harm can come to a true religion from the ability to read, or to perform arithmetical problems; from a knowledge of the constitution and uses of things in the natural world; from an understanding of the principles and forms of our civil government; from the power to reason correctly; from a training in the practice of good manners; or from the cultivation of the virtues, which are the ornament of society and the basis of a republican constitution?

It seems hardly possible that in this age of the world, and in this civilized State, religion should stand in fear of general intelligence or of personal freedom.

History, philosophy and experience all testify to the fact, that the free public school and a self-governed State are each necessary to the establishment and continued existence of the other.

President Grant in his message to Congress, delivered Dec. 7, 1875, thought it proper to bring the subject of public and private instruction to the attention of Congress, and most

earnestly recommended that a constitutional amendment be submitted to the legislatures of the several States for their ratification, making it the duty of each of the States to maintain free public schools, adequate to the wants of all the children. He said:—

As we are now about to enter upon our second centennial, commencing our manhood as a nation, it is well to look back upon the past and study what will be best to preserve and advance our future greatness. From the fall of Adam for his transgression to the present day, no nation has ever been free from threatened danger to its prosperity and happiness.

We should look to the dangers threatening us, and remedy them so far as lies in our power. We are a republic whereof one man is as good as another before the law. Under such a form of government it is of the greatest importance that all should be possessed of education and intelligence enough to cast a vote with a right understanding of its meaning.

A large association of ignorant men cannot, for any considerable period, oppose a successful resistance to tyranny and oppression from the educated few, but will inevitably sink into acquiescence to the will of intelligence, whether directed by the demagogue or by priestcraft. Hence the education of the masses becomes of the first necessity for the preservation of our institutions. They are worth preserving, because they have secured the greatest good to the greatest proportion of the population of any form of government yet devised. All other forms of government approach it just in proportion to the general diffusion of education and independence of thought and action.

As the primary step, therefore, to our advancement in all that has marked our progress in the past century, I suggest for your consideration and most earnestly recommend it, that a constitutional amendment be submitted to the legislatures of the several States for ratification, making it the duty of each of the several States to establish and forever maintain free public schools adequate to the education of all the children in the rudimentary branches within their respective limits, irrespective of sex, color, birthplace or religion; forbidding the teaching in said schools of any religious, atheistic or pagan tenets, and prohibiting the granting of any school funds or school taxes, or any part thereof, either by legislative, municipal or other authority, for the benefit or in aid directly or indirectly of any religious sect or denomination, or in aid or for the benefit of any other object of any nature or kind whatever.

General Grant was not only a great military commander and a pure patriot, but he was a wise man in those things that pertain to the welfare of the republic.

The Massachusetts legislative committee on education, during the last session of the Legislature, had under consideration a bill providing for the inspection of the private schools of the State.

After many hearings, some of them more earnest than satisfactory, the committee reported against any inspection of private schools by either State or municipal authorities.

It seemed best to the law-makers of the State that instead of turning attention to the improvement of private institutions of learning by a public inspection of them, which from the nature of the case would never accomplish its purpose, a united effort should be made to bring all the children into the public schools, where they may receive such elementary training as will lay the foundation for those states of mind which will make of these persons one people in intelligence and virtue and love of country, leaving to the family, to the Sunday-school and the church, the exercise of those influences which may direct the individual to particular forms of religious faith and worship.

Human education, taken in its highest and best sense, is such a development of the faculties of man as enables them to exert in a right manner all the energy of which they are capable.

The possibility of such a development implies that there may be added to the original faculties the strength and character which give to them the power of attaining the best ends.

Education in this sense is a good in itself, and is therefore an end; and such an end should be considered, both by the State and by the individual, to have a higher value than any other object of human pursuit.

For this reason every civilized State and every civilized person are expected to make education the most important subject of public or private pursuit.

“Whatever we would have appear in the State we must first put into the schools,” some one has wisely said.

In a democratic State every child should be trained as though he were an end unto himself, and at the same time as though



he were a part of the State whose institutions he is expected to perpetuate and support.

We have found that the permanence of a free State depends on three things : first, on the general intelligence of the people ; second, on the prevalence among them of a disposition to be just ; third, on their inclination to act together as a people.

If we add to individual culture that which develops the patriotic spirit, we shall lay the sure foundations for free institutions, and for a State governed by self-imposed rules.

We have shown that no general and systematic education of this kind can be produced except in well-organized schools ; that no systematic education containing the two elements, individual and national, can be produced except in the schools of the people, and that public schools can never be established except by public authority and by public funds.

It is folly for a people to organize themselves into a democratic State, and attempt to promote and perpetuate its institutions, without providing by law for universal education, which shall be at the same time compulsory and free.

The elementary education of all the children of the State should be communicated in public common schools organized and directed by State authority.

In these schools the elements of knowledge and the foundation of character will be communicated and established.

When the time for special courses of study has come, then let the State take off its hands and allow to all the freedom of choice. Already the stamp of the State will have been placed on the young citizen, and private study and discipline will only strengthen early impressions.

If it is not deemed politic to compel all the children of the State to attend the public schools, still it is plainly the duty of the State to make the public schools so good that all parents and guardians of children of school age will refuse, with an intelligent judgment and an unyielding will, to be deprived of their advantages.

#### ORGANIZATION OF THE SCHOOLS.

A system of public instruction in our Commonwealth should be adapted to develop the people as free citizens. This requires such an organization and administration of the public schools as provide for the cultivation of general intelligence.



The duty of organizing the schools is imposed upon the school committees whose authority is defined and limited by the constitution and laws of the Commonwealth. In the absence of express legislation, implied authority has been determined in many cases by legal decisions.

In organizing a common school system no provision should be made for any instruction or training that is special in its character. This must be true that the schools may be common schools, and that the education communicated by their exercises may be made universal and compulsory, and that they may be supported by a general tax.

Limiting the work of the public schools in this way will exclude everything that is sectarian or partisan or special in their administration. It will include everything that is necessary to train the young to correct methods of thinking, to the observance of all those moral relations which are the foundation of a well-ordered civil State, and to train them in the practice of every virtue.

Such an administration of the common schools will render unnecessary all that jealous opposition which will surely exist wherever the doctrines of a sect or of a party are introduced in any way among the topics of instruction. Nor will any intelligent or fair-minded critic call such schools godless institutions, using the term in the sense of anti-religious.

It is not a compliment to religion to suppose that a training of the intellectual faculties to discover the truth, or that the acquisition of general intelligence and good moral habits will render the mind hostile to its tenets. A Christian community should be the first to recommend the discipline produced by the exercises of the public school as conducted in our Commonwealth, since it must be the best preparation for comprehending the doctrines of a true religion, and for exercising that devotional spirit which every true worshipper should possess. The people should recommend it, for reason and experience are one in the evidence they furnish that the developing power of the public school is the only agency that can be successfully employed in preparing the children of a republican State for the duties of citizenship.

It appears evident, therefore, that no rational sect in religion or party in politics will be likely to oppose the present administration of our common school affairs. It is equally evident

that in the schools of the people neither of them has any legitimate place whatever.

These things being understood, it remains for us to perfect a system of public instruction which shall cultivate general intelligence and good morals.

The organization of the schools of this system in accordance with the true ideas of their province will include the provision for school-houses located and constructed with reference to physical health and to facility in study; for a collection and proper arrangement of such topics of learning as are adapted to train the mind to think as well as to lead it to the acquisition of knowledge; for such moral training as will lead to the love and practice of every virtue; for the selection of teachers who, by their talents and their acquirements, are prepared to teach; and for collecting all the children of school age into the schools.

For accomplishing these grand ends, the town or State, the school officers, the teachers and their pupils must act with intelligence and a patriotic spirit in the performance of the duties assigned to them.

The school duties of the towns and of the school committees, as they relate chiefly to the support of schools, to their organization and superintendence, may be defined by legal enactments; but the rights and duties of school teachers, as they arise in part from their personal relations to pupils and to parents, must be defined in part by legal decisions.

## RIGHTS AND DUTIES OF PUBLIC SCHOOL TEACHERS.

### *Certificates.*

Every teacher of a public school must, before he opens such school, obtain a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen of the town, the other is to be retained by himself. Public Statutes, sect. 29, chap. 44.

The school committee have the whole power to examine teachers, and no one can legally be a teacher in any public school, until he has received from the school committee a written certificate of his qualifications. 4 Cush. 601.

A teacher who teaches a public school without such certificates is not entitled to pay for his services, nor has he a legal right to exercise any authority over his school. The committee have no right to ante-date a school teacher's certificate, nor to give a conditional one. Public Statutes, sect. 29, chap. 44; Mass. Board of Ed. Rep. 10-77.

*Examination.*

The examination must furnish satisfactory evidence of the good moral character of all teachers who are employed, and of their qualifications for teaching and their capacity for governing their schools.

The examination must be made under the personal direction of the school committee. Public Statutes, sect. 29, chap. 44.

Even for the lowest grade of schools known to the law the teacher must be competent to teach the branches enumerated in Public Statutes, section 1, chapter 44.

For the two grades of high schools required in certain towns, the standard of qualifications of the masters is fixed by the courses of studies required to be taught. Public Statutes, sect. 2, chap. 44.

The examination should not be confined to the literary qualifications of the teacher or to his capacity to govern. The language of the statute providing for the examination of teachers is general, requiring the committee "to ascertain their qualifications for teaching." Public Statutes, sect. 28, chap. 44.

Upon these [qualifications], in their widest sense, we are of opinion that the judgment of the committee is to be exercised. It is obvious that a teacher might have the necessary literary acquirements and capacity to govern, and be a person of good moral character, and yet be an unfit person for the service required. Illustrations will readily occur. The committee might find an applicant to be really a person of good character, and yet of such reputation as would prevent the attendance of the scholars. A teacher might have personal habits or manners so offensive or peculiar as to make his influence upon the scholars injurious. He might be too severe in his requirements; inclined to devote too much time to the older or better scholars, at the expense of the younger or more ignorant; a person of strong prejudices; a decided partisan and propagandist in politics or religion; unskilful in imparting knowledge, or unable to appreciate the difficulties of beginners, and still be a person of sound morals, great learning and undoubted capacity to govern,—yet all these considerations might very properly be regarded by the committee in determining his qualifications for teaching. 9 Allen, 94.

*Dismissal of Teachers.*

The school committees may, when they think proper, dismiss a teacher from their employment. Public Statutes, sect. 30, chap. 44.

Although this power of dismissal granted to the school committee is absolute, an arbitrary or improper use of it is not to be expected. Before the dismissal of a teacher takes place, his incompetency to perform the duties of his office should be clearly established. This should be thoughtfully done in justice to the teacher, and for the sake of the school he has been appointed to teach.

The statements made by the children must be carefully verified, if they are of such a character as to demand any special attention. The reports circulated by those who are naturally inclined to devote their time to such things should be received with much caution. The prejudices of those in the community who are controlled more or less by their prejudices should not be permitted to destroy or disturb the happiness and success of a good teacher, who perhaps under discouraging circumstances is doing remarkably well. On the other hand, the school committee are under the highest obligations to dismiss a teacher, who, after a fair trial, is found to be deficient in learning, or in skill, or in capacity to govern, or in good judgment, or in self-control, or in faithfulness, or in good manners, or in any of the virtues the principles of which are required by the laws of the State to be impressed on the minds of the youth by all their instructors.

### *Contract.*

The contract made by the committee with the teacher must be conditional. No legal contract can be made with a teacher until he has obtained a certificate properly made out and signed by the committee or by a majority of them, or by some one authorized to act as their agent. The contract cannot be made for a time extending beyond the official term of the committee [one year], unless by an express vote the teacher is elected to serve during their pleasure. The contract must also be made subject to the right of dismissal at any time, beyond which no salary can be drawn.

Contracts may be made for the school year, for a certain number of months, or a certain number of weeks. The length of the school year differs in the different towns, the length of the school month is four weeks, and of the week five days. The wages of the teachers are usually paid at the end of each month, in some cases at the end of each week. The law requires weekly payments if the teacher demands it.

### *Schools may be closed*

On Saturday and Sunday of each week, and on legal holidays, — February 22, May 30, July 4, first Monday in September, Fast Day,



Thanksgiving Day and Christmas. For omitting school work during these days no deduction from the salary is to be made.

The State appropriates a certain sum of money each year for the support of State teachers' institutes. The object of these institutes is to collect the teachers of a community into a brief training school, where they may receive instruction in the best methods of teaching and school management.

The towns in which the institutes are held generally invite them, and close their schools that the teachers may attend the exercises. If the teachers honestly avail themselves of the advantages offered, they should suffer no pecuniary loss on account of absence from their schools. The towns will suffer no loss by permitting their school teachers to spend time in gaining new ideas and a fresh supply of enthusiasm. Other States make special provision for attendance upon teachers' institutes, and treat the attendance as they do regular school work.

The teacher is a professional agent, and is therefore expected to exercise his skill in inventing his own methods of teaching and governing, but subject always to the approval of the school committee. "The committee have the general care and superintendence of the schools." Public Statutes, sect. 21, chap. 44.

It has been decided that included in the general power of superintendence is the authority to make rules and regulations in accordance with which the schools shall be controlled. 5 Cush. 207, 198; 8 Cush. 160.

The teacher may make rules if necessary in the absence of any established, but in all cases where a violation may be the occasion of punishment the rules should be referred to the school board for their approval. 45 Wis. 150.

The teacher has no right to expel a pupil from school, but as it may be necessary sometimes to act at once, he may suspend without waiting for orders from the committee. The case should be referred to them as soon as possible after the suspension takes place. In some instances the committee authorize the teacher to suspend for a certain length of time, with the idea that the pupil may make such concessions and promises as to warrant his readmission to the school by the teacher without reference to the school board. No permanent or long-continued suspension can be made, however, without the direct action of the committee.

#### *Reasons for Expulsion.*

The reasons for which a child may be excluded absolutely from school neither are or can be expressed in the law. Committees are responsible for the exercise of a sound discretion. 8 Cush. 160.



In general it may be said, that either a persistent disobedience to reasonable rules, or the possession of a licentious and immoral character by the pupil, is a sufficient cause for his expulsion from the public school. If in the discharge of their duties either the teachers or school directors commit an error in good faith, they are not liable for damages. 38 Me. 376; 23 Pick. 224.

### *What is a Reasonable Rule.*

It may be well at this point to make an authorized statement of what constitutes a reasonable rule. "Any rule of the school not subversive of the rights of the children or parents, or in conflict with humanity and the precepts of divine law, which tends to advance the object of the law in establishing public schools, must be considered reasonable and proper." 31 Iowa, 565.

In Massachusetts, "every member of a school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application of a parent or guardian of such child, state in writing the grounds and reason for the exclusion." Public Statutes, sect. 11, chap. 47.

### *Course of Studies.*

The branches of study required to be taught in the public schools of the Commonwealth are enumerated in Public Statutes, sections 1 and 2, chapter 44.

These branches are simply enumerated, they are not arranged in courses of study. The duty of arrangement is assigned to school committees. They have a right "to prescribe, as far as practicable, a course of studies and exercises to be pursued." This duty is performed in many towns by the superintendents and teachers, subject to the approval of the school committee. If the course of studies thus made out contains those branches only which are made compulsory by the statutes, then the course also may be made compulsory. The power vested in the committee, and executed by the teacher, to arrange the studies of the schools, makes it possible to classify the pupils and require them to pursue the branches assigned to them. Parents may properly make requests for changes to be made in the topics of study assigned to their children, and if there are good and sufficient reasons for the requests to be granted, it should be done. But if, on the contrary, the exception requested would, if made, interfere with a good order of study; if the children cannot omit a certain study without leaving them unable to pursue the studies that follow, or without depriving them of that mental exercise which is necessary

for the best development of their faculties and for the good of the State and the well-being of the children, the exception should not be made nor the study omitted. No studies not named, or implied in those that are named in the statutes, can be made compulsory. Written composition and declamation may properly be included in the study of grammar and reading. Bookkeeping is an application of arithmetic, and civil polity may be pursued as an element of history. Other topics may form a part of our compulsory course of studies, if they are clearly subordinate and elementary to those named in the law. The teacher should always have the authority of the committee for the course of studies he teaches and for the subordinate exercises he introduces. 59 N. H. 473 ; 38 Me. 379 ; 32 Vt. 226.

### *Tardiness and Absence.*

The law requires the children of school age to attend school for at least twenty weeks during every school year. This law is violated, if, without some providential reason, the child is absent from school or tardy in his attendance during this time. Public Statutes, sect. 1, chap. 47.

It is very important that the children shall be prompt and constant in their attendance. Irregularity in this will naturally result in the formation of bad habits. As the work of the school is progressive, if a pupil by his tardiness or absence loses a part, he will lose not only that part but in some measure that which follows also. Children who find themselves behind their classmates, frequently become discouraged and confused in their work by attempting to do that for which they have no sufficient preparation.

If the teacher spends time in assisting the irregular attendant to recover what he has lost, or delays the class that all may go on together, the school receives an injury. For these reasons every faithful teacher reduces the tardiness and absence in his school to the least possible amount. This may be done in two ways: First, by making the school exercises so interesting to the children that they will make a voluntary effort to be punctually present; a good method of teaching will make all school exercises interesting. Second, rules requiring punctuality may be made, and penalties connected with their violation.

In enforcing the rules relating to attendance, the teacher should first ascertain the cause of the failure to obey them. If the absence is due to the voluntary and persistent acts of the child, the school authorities should apply the remedies directly to him. If it is due to the requirements of parents or guardians, they are to be made responsible. Should the cause of absence be a providential one, over

which neither the parent nor the child has any control, they should suffer no other loss than that which is inseparably connected with the absence itself. Sickness of the pupil or of the family may make absence excusable. In such instances the school authorities should not treat a failure in attendance as a violation of their rules. But voluntary and inexcusable absence or tardiness of those required by law to be in school, should be considered a serious offence against the good order of the school, the vital interests of the child, and the well-being of the Commonwealth. Rules have been decided to be reasonable that forbid a child to be absent for work, or pleasure, or for avoiding some school exercise not in harmony with his ideas of what is agreeable, or because he chooses to be absent. A persistent violation of these rules has sometimes been punished with expulsion from the school, and the courts by their decisions of cases brought before them have affirmed the propriety of the rules and the methods employed to prevent their violation. 8 Cush. 160; 12 Allen, 127; 32 Vt. 224.

It is to be expected that every proper effort will be made to secure the punctual attendance of all the children upon the schools, at least for the time required by law, and that the necessity for expulsion will seldom, if ever, occur.

Every teacher should be familiar with the laws relating to the employment of children. Chap. 348 of the Acts of 1888.

### *School Hours.*

The school hours of the day are not generally regulated by law, but are supposed to be determined by custom. It has been the prevailing custom in towns of this Commonwealth to commence school at nine o'clock in the morning and at one or two in the afternoon, with two sessions of three hours each. In some towns the primary schools have two sessions each of only two hours in length. In modern times some high schools have but one session, commencing at eight o'clock in the morning and continuing until one or two o'clock in the afternoon. The school committee doubtless have the general control of the school hours of the public schools. In California, "no school must continue its sessions more than six hours a day; and no pupil under eight years of age must be kept in school more than four hours a day." School law of Cal., 1876, sect. 1673.

In Wisconsin, "custom has limited the school day to six hours." In New York the school trustees may determine the length of the school day, and the times of day in which the sessions shall be held. In Massachusetts the school committee have always exercised full control over these things, and the teacher is expected

to observe the rules and regulations which the committee may think it proper to make.

As the committee, by custom and by their power of general superintendence, have authority to make rules regulating the times of the day sessions, it will be the teachers' duty to execute these rules.

In some towns, rules are made requiring the doors of the school-house to be closed against tardy children. The Supreme Court of Illinois has decided that a rule closing the doors of the school against the children, and thus exposing them to the severities of the weather because they are tardy in their attendance, is not a reasonable rule, and therefore it is unlawful. 63 Ill. 356.

In Massachusetts the custom prevails to a limited extent of closing the doors at the beginning of the morning and afternoon sessions against the tardy ones, or of suspending those who persist in violating the rules of attendance.

It is the privilege of the teacher to create such a spirit in his pupils, such an interest in study and such a public sentiment in the community, that the attendance will take care of itself, and render the use of any form of punishment unnecessary. The laws of the State may justify barring the doors of the school-room against those who persist in coming after the opening time of the school has passed. But this form of discipline is generally a source of irritation in the minds of pupils and parents, and has no particular tendency to produce a permanent reform, besides being always liable to operate unjustly on those who happen to be unavoidably behind the time. The teacher who succeeds in securing a prompt and constant attendance of his pupils through influences that awaken in their minds an appreciation of their privileges, or a sense of duty with reference to their own interests and the good of the school, is doing a much higher sort of work than is usually done by any form of physical punishments. If the doors are closed against those who come late, great care should be taken that no moral wrong is done to innocent persons, nor physical wrong to those who may be exposed to the severities of cold and stormy weather. If the tardy one is suspended from the school, it should be only after all ordinary means of discipline have failed, and the injury done by absence is greater than the benefit derived from irregular attendance. Rules requiring written excuses for absence and tardiness have been decided to be reasonable and justifiable. If these excuses are not satisfactory, they should not be accepted.

#### *Corporal Punishment.*

Corporal punishment consists in the infliction of physical pain as a means of moral discipline. The fear of physical pain has always



been considered to be a proper if not a necessary motive to employ in the moral training of the young.

In early life the occasions of mental activity are presented to the mind through the body. The body is affected by the presence of external things, the mind is conscious of the effect, and forms its judgment in accordance with its experiences. One way by which the young are led to know the difference between right and wrong conduct is by a comparison of results. The results must be objects of personal experience at some time, that an intelligent comparison may be made. If pain is felt, and is known to be the inevitable result of certain voluntary acts. then, as pain is an object of aversion, so by association of ideas will the acts be made hateful also. In the same way good conduct may be made attractive by associating it with its natural results. It is on account of the tendency in the minds of the young to form their opinions of conduct from an experience of its immediate results, that material rewards and physical punishments have been so generally employed in the past as the basis of school government. The higher civilization of modern times has greatly diminished the amount of corporal punishment administered, and has greatly refined the methods of what remains. If used at all, it should, as a general rule, be confined to very young persons, who have not yet arrived at the age of self-control, or who cannot be controlled by an appeal to their rational faculties.

Limited in this way, the severity of it could be so modified as hardly to attract attention to its physical character, leaving the minds of all concerned to rest upon its moral relations.

In administering corporal punishment, if it shall ever be found necessary to administer it, the teacher has an opportunity of exhibiting his good taste and his ideas of propriety. First, a necessity for its use must be plainly evident. Second, the pupil must be put into a right frame of mind to receive it, that the moral effect desired may be produced. It should be remembered that it is not the physical pain experienced by the pupil that constitutes the punishment, but rather the consciousness of having voluntarily injured himself and the good order of the school by his bad conduct. Third, the teacher must prepare himself for this important duty. Any exhibition of a want of self-control or of propriety in the choice of means, or good judgment in their use, would be likely to produce more harm to the school than good. Teachers not infrequently lose the respect of their pupils and also of the community by the style of their government and the spirit they manifest in its application. Fourth, if corporal punishment is restricted to the primary school, there will be no need of severity,



nor the use of those forms that are an offence to good taste and to those feelings of personal regard that the teacher should exercise toward every one of his pupils.

The school laws of Massachusetts are silent on the right of the teacher to inflict corporal punishment. There are, however, many judicial decisions in favor of this right. 2 Kent, 205; 1 Blackstone, 453; 32 Vt. 123; 4 Gray, 37; 27 Me. 266.

“The parent may lawfully correct his child, being under age, in a reasonable manner, for this is for the benefit of his education; and the teacher is in *loco parentis*.”

This is the view of Mr. Blackstone, with the limitation that the teacher has the power of correction and restraint to such an extent as may be necessary to answer the purposes for which the teacher is employed.

As corporal punishment is essentially a thing of the past, in so far, at least, as our forms of school government are concerned, it is not necessary to say much of the offences for which it should be applied, or of the great care which should be exercised in its application, or of the age of the children who may be its proper subjects.

It should be employed only for grave offences, and after ordinary means of correction have failed.

It should never be unreasonable in amount, nor offensive in manner.

It should be used only by teachers whose judgments are reliable, and whose power of self-control is complete.

The proper subjects of this form of school government are the young whose instincts have become perverted, or who are not mature enough to be controlled by the rational principle of action.

If a teacher finds it necessary to use corporal punishment frequently in the government of his school, he may well conclude that the gift of control of the minds and conduct of his pupils is not in him.

If he makes a mistake in the subject of his punishment, or in the time and place in which it is administered, or in the amount inflicted, or in the manner and means employed, or in his own state of mind as he performs the act, he will be in danger of holding forever after an unfortunate relation to his school and to the community, whose sympathy and support are necessary to his success.

Even if corporal punishment is to have no place in the government of the schools in a town, it is not well to say so by any formal rules established either by the teacher or the school authorities. Pupils sometimes take advantage of the fact that nothing of importance will result to themselves personally from their disobedience.

The use of a true method of teaching and study, a good example of moral conduct by the teacher, a careful training in the practice of the virtues as opportunities present themselves, and such positive instruction as will lead the pupils of our schools to consider carefully the moral quality of their acts before they are performed, may now safely take the place of corporal punishment in school government, and be trusted to cultivate in the young the power of self-control.

*Statistical Information.*

It is the duty of the Board of Education to prescribe the form of registers to be kept in the schools, and the form of blanks and inquiries for the returns to be made by school committees. Public Statutes, chap. 41, sect. 3.

The secretary of the Board is required to send the registers and blank forms to the clerks of the several cities and towns. Public Statutes, chap. 41, sect. 7.

The clerks upon receiving the registers and blank forms are required by the statutes to deliver them to the school committees. Public Statutes, sect. 1, chap. 46.

The school committees are to deliver them to the teachers of their schools, and cause them to be faithfully kept. Public Statutes, chap. 46, sect. 6.

It is most important that the registers shall preserve an accurate record of facts relating to school affairs.

The information derived from these records furnishes the data for a knowledge of the organization and administration of the schools, and of the progress they are making from year to year. This information also furnishes the basis of our school legislation.

*Teachers must faithfully keep the Registers.*

No teacher shall be entitled to receive payment for services until the register, properly filled out and completed, is returned to the school committee.

Our school statistics would be greatly improved if there was a common understanding of the nature of the things to be reported upon.

Let every collection of pupils for which an independent register is kept be called a school.

Let every pupil be reported as leaving school on the first day of his absence, if he does not return again. In any case drop him from the list after an absence of five days.

In making out the average attendance and the per cent. of attendance, consult the rules found on the first pages of the register.

### *Detention of Pupils.*

Teachers, unless forbidden by statute or by a rule of the committee, may detain their pupils after the regular school hours for instruction or discipline.

This right has been established by usage, and by the approval of school boards.

Discipline may sometimes be administered with better results if its subjects are left alone with the teacher after other members of the school have gone to their homes. An additional motive for study may be found in requiring the pupils to learn their lessons after the school hours are over, if they do not make sufficient effort to learn them before.

While the right to detain pupils for discipline and study is conceded, the motive found in the detention should be used with considerable caution.

This mode of government is apt to irritate, and establish disagreeable associations in the minds of pupils and parents. The spirit of loyalty will not, as a general thing, be awakened in this way. If the teacher holds right relations to his pupils, all necessary discipline may be communicated and performed within the regular hours of the school day.

The public school teacher holds a responsible place among the agents that effect the civilization of the State. His example and his positive instruction may do much towards preparing the young to become good citizens. It is his duty and privilege, therefore, to prepare himself for his work with all the learning, skill and experience that his talents and opportunities permit him to acquire.

## FOUNDATION OF OUR PUBLIC SCHOOLS.

Lord Macaulay once said in Parliament: “Illustrious forever in history were the founders of the Commonwealth of Massachusetts; though their love of freedom of conscience was illimitable and indestructible, they could see nothing servile or degrading in the principle that the State should take upon itself the charge of the education of the people. In the year 1642 they passed their first legislative enactment on this subject, in the preamble of which they distinctly pledged themselves to this principle, that education was a matter of the deepest possible importance and the greatest possible interest to all nations and to all communities, and that as such it was, in an eminent degree, deserving of the peculiar attention of the State.” [*Speech on Government Plan of Education*, April 19, 1847.]

## ORDINANCE OF 1642.

At a session of the General Court of the colony of Massachusetts Bay in New England, commenced on the 14th of June, 1642, the court, taking into consideration the great neglect in many parents and masters in training up their children in learning, ordered and decreed:—

That in every town the chosen men appointed for managing the prudential affairs of the same shall henceforth stand charged with the care of the redress of this evil; and for this end they shall have power to take account from time to time of their parents and masters, and of their children, concerning their calling and employment of their children, especially of their ability to read and understand the principles of religion and the capital laws of the country, and to impose fines upon all those who refuse to render such account to them when required; and they shall have power to put forth apprentices the children of such as they shall find not to be able and fit to employ and bring them up. [*Mass. Coll. Records*, vol. 2, pp. 6-9.]

## ORDINANCE OF 1647.

The following ordinance was adopted Nov. 11, 1647:—

It being one chiefe project of that ould deluder, Satan, to keepe men from the knowledge of the Scriptures, as in former times, by

keeping them in an unknowne tongue, so in these latter times by persuading from the use of tongues, that so at least the true sence and meaning of the originall might be clouded by false glosses of saint seeming deceivers, that learning may not be buried in the grave of our fathers in the Church and Commonwealth, the Lord assisting our endeavors : —

It is therefore ordered, that every township in this jurisdiction, after the Lord hath increased them to the number of 50 householders, shall then forthwith appoint one within their towne to teach all such children as shall resort to him to write and reade, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in generall, by way of supply, as the major part of those that order the prudentials of the towne shall appoint; Provided, those that send their children be not oppressed by paying much more than they can have them taught in other townes ; —

And it is further ordered that where any towne shall increase to the number of 100 families or householders they shall set up a grammar schoole, the Master thereof being able to instruct youth so farr as they may be fited for the university, Provided, that if any towne neglect the performance hereof above one yeare, every such town shall pay 5s to the next schoole till they shall perform this order. [*Mass. Coll. Records*, vol. 2, p. 203.]

The Act of 1642 enjoined upon the municipal authorities the duty of making education universal, but not necessarily free. The Act of 1647 made the support of public schools compulsory, and education universal and free. As this was the first law of the kind ever passed by any community of persons or by any State, Massachusetts may claim the honor of having originated the free public school. At this time it was ordered that every town of one hundred families, in addition to its elementary schools, should establish and maintain a grammar school, which should fit pupils for the University at Cambridge. In 1683 all towns of five hundred families were required to maintain two grammar schools and two writing schools. These were the principal laws establishing and regulating the schools during the colonial period.

#### EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

In the Constitution of Massachusetts, adopted in 1780, is the following : —



[Chap. 5, sect. 2.]

## THE ENCOURAGEMENT OF LITERATURE, ETC.

Wisdom, and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools and grammar schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections, and generous sentiments, among the people.

Duty of legislatures and magistrates in all future periods. For further provisions as to public schools, see amendments, Art. XVIII. 12 Allen, 500-508. 103 Mass. 94, 97.

[Amendments, Art. 18.]

## NO PUBLIC MONEY TO BE USED FOR SECTARIAN SCHOOLS.

ART. XVIII. All moneys raised by taxation in the towns and cities for the support of public schools, and all moneys which may be appropriated by the state for the support of common schools, shall be applied to, and expended in, no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended; and such moneys shall never be appropriated to any religious sect for the maintenance, exclusively, of its own school. [*Adopted May 23, 1855.*]

School moneys not to be applied for sectarian schools. 12 Allen, 500, 508. 103 Mass. 94, 96.

## SUBSEQUENT ORGANIC LEGISLATION.

In 1789 a general Act was passed, requiring every town to maintain one school for the term of six months, or two or more schools for terms of time that shall together be equivalent to six months, in which shall be taught orthography, reading, writing, English grammar, geography, and decent behavior.

At this time it was ordered that the towns be divided into districts, for the purpose of facilitating the attendance of the children upon the schools. The schools were still to be under the direct control of the towns.

It was further ordered that towns of two hundred families, instead of one hundred, as before, should constitute the minimum number for supporting a grammar school, and that teachers should have a certificate of good moral as well as intellectual character. In 1800 an Act of the Legislature authorized the selectmen of the towns to call district meetings at which the legal voters therein should raise money for building school-houses, and for supplying them with all necessary furniture.

In 1817 school districts were made corporations, and were empowered to hold property for the use of the schools. In 1826 every town containing five hundred families was required to maintain a town or high school, which should differ from the old grammar school by omitting from its curriculum of studies the Latin and Greek languages. If the town contained four thousand inhabitants, it was required to maintain a higher grade of high school, in which the classic languages were to be taught.

The school law of 1826 was the first to require towns to elect a town school committee. By a law passed in 1827, school districts were authorized to take care of their school-houses, and to contract with their school teachers.

The Massachusetts School Fund was established in 1834.

On the 14th of January, 1837, in the Massachusetts House of Representatives, it was ordered that the Committee on Education be requested to consider the expediency of providing by law for the better education of teachers of public schools. On the 14th of April of the same year, a bill relating to common schools was taken up, and the House resolved itself into a committee of the whole for the consideration thereof; and Mr. Winthrop of Boston, from the Committee on Education, reported that the said bill, with sundry amendments recommended by the committee, ought to pass, and the bill was ordered to a third reading. The report was as follows : —

“The Committee on Education, to whom was referred so much of His Excellency the Governor’s address as relates to education, and to whom was also referred, ‘The Memorial of the Directors of the American Institute of Instruction,’ and the petition of a convention of delegates from each of the towns in Plymouth County, and who were directed by order of the House, Jan. 14, 1837, to consider the expediency of providing by law for the better education of teachers

of the public schools of the Commonwealth, have carefully considered those subjects, and report thereon the accompanying bill : —

*“ Be it enacted, etc.*

“ His Excellency the Governor, with the advice and consent of the Council, is hereby authorized to appoint eight persons, who, together with the Governor and Lieutenant-Governor, shall constitute and be denominated the Board of Education.”

One of the first acts of the Board was the establishment of schools for the special education of teachers. In 1839 two normal schools were opened, — one at Lexington, afterward removed to West Newton, thence to Framingham; the other at Barre, afterward removed to Westfield. In 1840 one was opened at Bridgewater; in 1854, one at Salem; and in 1874, another at Worcester. A Normal Art School was established in Boston in 1873. Teachers' institutes were first established in Massachusetts in 1846.

## STATUTE LAW RELATING TO EDUCATION.

[Public Statutes, chap. 41.]

### BOARD OF EDUCATION.

SECTION 1. The board of education shall consist of the governor and lieutenant-governor, and eight persons appointed by the governor with the advice and consent of the council, each to hold office eight years from the time of his appointment, and one to retire each year in the order of appointment; and the governor, with the advice and consent of the council, shall fill all vacancies in the board.

Board of education, how organized; term of office; vacancies.  
1837, 241, § 1.  
G. S. 34, § 1.

The following list of the members of the Board, named in the order of their appointment or connection with it, is complete to the present time : —

#### *Original Members.*

James G. Carter.	Edward A. Newton.
Emerson Davis.	Robert Rantoul, Jr.
Edmund Dwight.	Thomas Robbins.
Horace Mann.	Jared Sparks.

#### *Appointed Since.*

George Putnam.	William G. Bates.
Charles Hudson.	John W. James.
George N. Briggs.	Elisha Bartlett.

Heman Humphrey.  
 Stephen C. Phillips.  
 Barnas Sears.  
 Edwin H. Chapin.  
 Henry B. Hooker.  
 Stephen P. Webb.  
 Thomas Kinnicutt.  
 Joseph W. Ingraham.  
 John A. Bolles.  
 George B. Emerson.  
 Charles K. True.  
 Mark Hopkins  
 Edward Otheman.  
 Isaac Davis.  
 Alexander H. Vinton.  
 George S. Boutwell.  
 Henry Wheatland.  
 Hosea Ballou.  
 Ariel Parish.  
 Cornelius C. Felton.  
 Alonzo H. Quint.  
 William A. Stearns.  
 Russell Tomlinson.  
 Erastus O. Haven.  
 David H. Mason.  
 John P. Marshall.

Emory Washburn.  
 Abner J. Phipps.  
 James Freeman Clarke.  
 William Rice.  
 John D. Philbrick.  
 Samuel T. Seelye.  
 George T. Wilde.  
 Gardiner G. Hubbard.  
 Alonzo A. Miner.  
 Henry Chapin.  
 Constantine C. Esty.  
 Edward B. Gillett.  
 Phillips Brooks.  
 Christopher C. Hussey.  
 Charles B. Rice.  
 Elijah B. Stoddard.  
 Horatio G. Knight.  
 Miss Abby W. May.  
 Charles Francis Adams, Jr.  
 Milton B. Whitney.  
 Thomas Wentworth Higginson.  
 Admiral P. Stone.  
 Francis A. Walker.  
 Edward C. Carrigan.  
 Horace E. Scudder.

*Ex-Officiis. — Governors.*

Edward Everett.  
 Marcus Morton.  
 John Davis.  
 George N. Briggs.  
 George S. Boutwell.  
 John H. Clifford.  
 Emory Washburn.  
 Henry J. Gardner.  
 Nathaniel P. Banks.  
 John A. Andrew.

Alexander H. Bullock.  
 William Claflin.  
 William H. Washburn.  
 William Gaston.  
 Alexander H. Rice.  
 Thomas Talbot.  
 John D. Long.  
 Benjamin F. Butler.  
 George D. Robinson.  
 Oliver Ames.

*Lieutenant-Governors.*

George Hull.  
 Henry H. Childs.  
 John Reed.  
 Henry W. Cushman.  
 Elisha Huntington.  
 William C. Plunkett.  
 Simon Brown.  
 Henry W. Benchley.  
 Eliphalet Trask.  
 John Z. Goodrich.

John Nesmith.  
 Joel Hayden.  
 William Claflin.  
 Joseph Tucker.  
 Thomas Talbot.  
 Horatio G. Knight.  
 Byron Weston.  
 Oliver Ames.  
 J. Q. A. Brackett.

## GRANTS FOR EDUCATIONAL PURPOSES.

SECT. 2. The board may take and hold, in trust for the commonwealth, any grant or devise of lands, and any donation or bequest of money or other personal property, made to it for educational purposes; and shall forthwith pay over to the treasurer of the commonwealth, for safe-keeping and investment, all money and other personal property so received. The treasurer shall from time to time invest all such money in the name of the commonwealth, and shall pay to the board, on the warrant of the governor, the income or principal thereof, as it shall from time to time require; but no disposition shall be made of any devise, donation, or bequest, inconsistent with the conditions or terms thereof. For the faithful management of all property so received by the treasurer he shall be responsible upon his bond to the commonwealth, as for other funds received by him in his official capacity.

Board of education may take grants, etc., in trust for educational purposes, etc.

Duty of treasurer.  
1850, 88.  
G. S. 34, § 2.

## TODD FUND.

The only trust in the control of the Board under this section is the bequest of Henry Todd, Esq., late of Boston. The amount of this fund when it was established was \$10,797.72. Its present amount is \$12,100.00. By the terms of the will the income is to “be applied in aid of the normal schools of this Commonwealth, the same to be subject to no sectarian purposes or objects of a religious character.”

The Board applies the income of this fund to such specific objects in connection with the normal schools as are not provided for by the appropriations of the Legislature.

## REGISTERS AND RETURNS.

SECT. 3. The board shall prescribe the form of registers to be kept in the schools, and the form of the blanks and inquiries for the returns to be made by school committees; shall annually on or before the third Wednesday of January lay before the general court an annual report containing a printed abstract of said returns, and a detailed report of all the doings of the board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions in regard to the most practicable means of improving and extending it, as the experience and reflection of the board may dictate.

Board of education shall prescribe form of school registers and blanks for returns, etc.  
1837, 241, §§ 2, 3.  
1838, 105, §§ 5-7.  
1846, 233, § 3.  
1849, 209.  
G. S. 34, § 3.

It is the duty of the Board of Education to prescribe a blank form of school register to be used in all the public schools of the State. The registers are to be sent to every town, and delivered to the committee by the town clerk, one for each



school in the town. The committees are responsible for the registers after they are received, and it is the duty of the committee to cause the registers to be faithfully kept in all the schools.

The blank forms of inquiry sent to the towns to be filled out and returned, together with the reports of the school committees, furnish the data from which the annual report of the Board to the Legislature is principally made.

It is highly important that these returns should be accurate, as school legislation and the distribution of the income of the school fund are largely based on them.

The school registers are to be retained by the school committees. The filled-out forms of inquiry only are to be returned.

#### SECRETARY AND HIS DUTIES.

Board of Education may appoint secretary, who shall make abstracts, etc. 1837, 241, § 2. 1847, 183, § 1. 1849, 215, § 1. G. S. 34, § 4.

SECT. 4. The board may appoint its own secretary, who, under its direction, shall make the abstract of school returns required by the preceding section; shall collect information respecting the condition and efficiency of the public schools and other means of popular education; and shall diffuse as widely as possible throughout the commonwealth information concerning the best system of studies and the best method of instruction for the young, in order that the best education which public schools can be made to impart may be secured to all children who depend upon them for instruction.

Under this section, Horace Mann, a member of the first Board of Education, was chosen its first secretary and served from 1837 to 1848. His successor was Barnas Sears, who served till 1855. George S. Boutwell served from 1855 to 1860; Joseph White from 1860 to 1877. John W. Dickinson, the present secretary, was appointed in 1877.

Secretary shall suggest improvements, etc. 1849, 216, § 1. 1858, 61. G. S. 34, § 5.

SECT. 5. The secretary shall suggest to the board and to the general court improvements in the present system of public schools; shall visit, as often as his other duties will permit, different parts of the commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; shall collect in his office such school books, apparatus, maps, and charts, as can be obtained without expense to the commonwealth; shall receive and arrange in his office the reports and returns of the school committees; and shall receive, preserve, or distribute, the state documents in relation to the public school system.

SECT. 6. He shall, under the direction of the board, give sufficient notice of and attend such meetings of teachers of public schools, of members of the school committees of the several towns, and of friends of education generally in any county, as may voluntarily assemble at the time and place designated by the board; and shall at such meetings devote himself to the object of collecting information with respect to the condition of the public schools of such county, the fulfilment of the duties of their office by members of the school committees of all the cities and towns, and the circumstances of the several school districts in regard to teachers, pupils, books, apparatus, and methods of education, with a view to enabling him to furnish all information desired for the report of the board required in section three.

Secretary shall give notice and attend meetings of teachers, etc.  
1838, 159, § 1.  
1842, 42.  
G. S. 34, § 6.

SECT. 7. He shall send the blank forms of inquiry, the school registers, the annual report of the board, and his own annual report, to the clerks of the several cities and towns as soon as may be after they are ready for distribution.

shall send forms and reports to town clerks, etc.  
1850, 41.  
G. S. 34, § 7.

See chap. 46, sect. 12, Pub. Stat.

### SALARY OF SECRETARY.

Section 8 of chapter 41 was repealed by chapter 227 of the Acts of 1885, and the following substituted: —

From and after January first, one thousand eight hundred and eighty-five, the secretary of the board of education shall receive an annual salary of three thousand dollars, and also four hundred dollars in full compensation for travelling expenses, to be paid out of the half of the school fund applicable for educational expenses; the incidental and other necessary expenses arising in his office shall be paid out of the treasury of the Commonwealth.

Compensation of secretary, and expenses of office.  
1849, 215, §§ 2, 3.  
1853, 49.  
G. S. 34, § 8.  
1867, 263.  
1876, 110.  
1885, 227.

Since the election of the first secretary in 1837, a uniform system of schools has been created, a comprehensive plan of collecting accurate school statistics has been established, six State normal schools for the professional training of teachers have been organized, and methods of teaching have been improved. In addition to these changes, laws have been passed requiring the use of a uniform method of selecting and examining teachers, establishing uniform courses of studies for the different grades of schools, and a minimum time of attendance by the pupils; and there has been awakened in the minds of the people a deeper and more general interest in popular education.

## AGENTS OF BOARD OF EDUCATION.

Board may  
appoint  
agents to  
make inquiry,  
etc.  
Res. 1850, 26.  
Res. 1851, 31.  
Res. 1853, 18.  
Res. 1857, 22.  
G. S. 34, § 9.

SECT. 9. The board may appoint one or more suitable agents to visit the several cities and towns for the purpose of inquiring into the condition of the schools, of conferring with teachers and committees, of lecturing upon subjects connected with education, and in general of giving and receiving information upon such subjects, in the same manner as the secretary might do if he were present.

The authority conferred by the ninth section was first given to the Board of Education in 1850, and renewed in 1851, 1853 and 1857. The commissioners and the Legislature charged with the revision of the General Statutes saw fit to give to these transitory enactments the form of permanent law.

The following-named persons have served the State as agents of the Board : —

Nathaniel P. Banks, Charles W. Upham, Samuel S. Greene, Rodolphus B. Hubbard, J. T. Burrill, Charles Northend, Horace James, Henry K. Oliver, Daniel Leach, Richard Edwards, Alpheus Crosby, A. R. Pope, Cornelius Walker, B. G. Northrop, Abner J. Phipps, George A. Walton, Eli A. Hubbard, John D. Philbrick, John Kneeland, George H. Martin, John T. Prince, Andrew W. Edson, Henry T. Bailey and G. T. Fletcher.

The agents at the present time are Messrs. Walton, Martin, Edson, Bailey and Fletcher.

Expenses of  
board, how  
paid.  
1838, 55.  
G. S. 34, § 10.  
Clerk.  
1849, 155, § 1.  
G. S. 34, § 11.

SECT. 10. The incidental expenses of the board, and the expenses of the members thereof incurred in the discharge of their official duties, shall be paid out of the treasury.

SECT. 11. The assistant librarian of the state library shall act when necessary as clerk of the board.

## MANAGEMENT OF THE NORMAL SCHOOLS.

Board to man-  
age, etc., the  
normal  
schools.  
1870, 106.

SECT. 12. The general management of the several state normal schools shall be vested in the board, and moneys appropriated for their maintenance may be expended under its direction.

## RETURNS OF PRIVATE AND OTHER EDUCATIONAL INSTITUTIONS.

Statistics re-  
quired of offi-  
cers of schools  
and others  
respecting  
pupils, in-  
struction, etc.  
1867, 123, § 1.

SECT. 13. The trustees, officers, or persons in charge of all literary, scientific, or professional institutions of learning, incorporated, supported, or aided by the commonwealth; of all reform schools, almshouses, or private educational institutions; and all agents, guardians, or treasurers, to whom appro-

priations are made by general statute or special resolve for the support of schools among Indians, shall, on or before the first day of June in each year, make a report in writing to the board, at the office of the secretary, of such statistics as the board shall prescribe, relating to the number of pupils and instructors, courses of study, cost of tuition, and the general condition of the institution or school under their charge.

SECT. 14. The board shall prepare blank forms of inquiry for such statistics, and shall send the same to every such institution or school on or before the tenth day of May in each year. In preparing said forms, reference shall be had to the requirements of the bureau of education, created by the general government.

Statistics,  
blanks for, to  
be prepared.  
1867, 123, § 2.  
U. S. Rev. St.,  
§ 516.

#### EDUCATION OF THE DEAF AND DUMB.

SECT. 15. Every institution for the instruction of the deaf, dumb, and blind, when aided by a grant of money from the state treasury, shall annually make to the board such a report as is required, by sections sixteen and seventeen of chapter seventy-nine, of other private institutions so aided.

Institutions  
for instruction  
of deaf, dumb  
and blind to  
report to the  
board.  
1875, 118.

SECT. 16. [Section 16 of the Public Statutes is repealed by chapter 239 of the Acts of the year 1888, and the following substituted] :—

Upon the request of the parents or guardians and with the approval of the state board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford in the state of Connecticut, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the commonwealth, as the parents or guardians may prefer; and with the approval of the state board he may make at the expense of the commonwealth such provision for the care and education of children, who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institutions or schools except with the consent of the proper authorities thereof or of the governor; and the sums necessary for the instruction and support of such pupils in such institutions or schools, including all travelling expenses of such pupils attending such institutions or schools, whether daily or otherwise, shall be paid by the commonwealth: *provided, however*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of such pupils.

With the ap-  
proval of the  
board, deaf-  
mutes may be  
instructed at  
certain insti-  
tutions at the  
public ex-  
pense.  
1867, 311.  
1868, 200.  
1869, 333.  
1871, 300.  
1885, 118.  
1886, 241.  
1887, 179.  
1888, 239.



Board to supervise their education, and report concerning the same, etc. 1867, 311, § 3. 1885, 118.

SECT. 17. The board shall direct and supervise the education of all such pupils, and shall set forth in its annual report the number of pupils so instructed, the cost of their instruction and support, the manner in which the money appropriated by the commonwealth therefor has been expended, and such other information as it deems important to be laid before the general court.

Pupils are now sent under the above sections to the Horace Mann School for the Deaf in Boston, the Clarke Institution at Northampton and the American Asylum at Hartford, Conn.

#### EDUCATION OF THE BLIND.

Chapter 118 of the Acts of 1885 provides that the Board of Education shall have the same supervision over the admission and instruction of pupils in the Perkins Institution and Massachusetts School for the Blind that it now exercises over the instruction of deaf-mutes and deaf children under sections 16 and 17 of chapter 41 of the Public Statutes.

#### EDUCATION OF THE FEEBLE-MINDED.

Section 3 of chapter 298 of the Acts of 1886 provides that the Massachusetts School for the Feeble-Minded shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the State Board of Education; and section 9 of the same act provides that the trustees of the Massachusetts School for the Feeble-Minded shall annually prepare and send to the Board of Education a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the Board may require, and shall also once in three months make a report to said Board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the Board may require.



Blanks for application for admission to these several institutions will be supplied, on request, by the secretary of the State Board of Education.

[Chapter 42.]

TEACHERS' INSTITUTES AND ASSOCIATIONS.

SECTION 1. When the board of education is satisfied that fifty teachers of public schools desire to unite in forming a teachers' institute, it shall, by a committee or by its secretary, or in case of his inability by such person as it may delegate, appoint and give notice of a time and place for such meeting, and make suitable arrangements therefor.

SECT. 2. To defray the necessary expenses and charges, and to procure teachers and lecturers for such institutes, a sum not exceeding three thousand dollars may annually be paid out of that half of the income of the school fund not apportioned for distribution to cities and towns.

SECT. 3. The board may determine the length of time during which a teachers' institute shall remain in session, and what portion, not exceeding three hundred and fifty dollars, of the sum provided for in the preceding section, shall be appropriated to meet the expenses of such institute.

Teachers' institutes, meetings of.

1846, 99, § 1.

1848, 10.

1849, 62.

G. S. 35, § 1.

expenses of, how paid

1846, 99, §§ 2, 3.

1854, 300, §§ 3, 4.

Res. 1850, 65.

G. S. 35, § 2.

1873, 292, § 1.

1876, 47, § 4.

length of, and expense.

1846, 99, § 2.

1849, 62.

1852, 216.

G. S. 35, § 3.

Previous to the Act of 1846 four institutes were held, at the expense of a private individual, that the experiment might be tried and their value determined. The next year Teachers' Institutes became a permanent institution, and appropriations have been made year by year for their support. They furnish the teachers with the occasion of comparing their methods of teaching, of studying improved methods, of breaking away for a little while from their round of daily duties, of coming into companionship and sympathy with others of their own profession, and of returning home with higher notions and better purposes.

Since the institutes were established they have been held in two hundred and twenty-eight towns, and in some cases several have been held in the same town, as will appear from the following list:—

Abington, 1880.

Acton, 1861.

Adams, 1848, 1855, 1858, 1875.

Amherst, 1852, 1877.

Amesbury, 1863.

Andover, 1846, 1866.

Ashburnham, 1855, 1880, 1888.

Ashby, 1882.

Ashfield, 1882.

Ashland, 1878.

Athol, 1848, 1854, 1868, 1880, 1887.

Attleborough, 1849, '51, '62, '73, '84.

- Ayer, 1871, 1879, 1887.  
Barnstable, 1851, 1857, 1872 (Hyannis), 1849, 1856, 1878.  
Barre, 1854, 1872, 1882.  
Becket, 1865, 1876, 1887.  
Bedford, 1857, 1880.  
Belchertown, 1868, 1875.  
Bellingham, 1884.  
Bernardston, 1858, 1872, 1882.  
Beverly, 1870.  
Billerica, 1859, 1868, 1882.  
Blackstone, 1851, 1870.  
Blandford, 1884.  
Boston, 1852.  
Bourne, 1884.  
Bradford, 1877.  
Braintree, 1884.  
Brewster, 1850, 1855, 1881.  
Bridgewater, 1845, 1855, 1863.  
Brimfield, 1860, 1876, 1881.  
Brockton, 1886.  
Brookfield, 1857.  
Cambridge, 1852.  
Charlemont, 1847, 1870, 1879.  
Charlestown, 1852.  
Charlton, 1884.  
Chatham, 1845, 1860, 1884.  
Chelsea, 1855.  
Cheshire, 1874, 1884.  
Chester, 1872.  
Chicopee, 1852, 1882.  
Clinton, 1866, 1876, 1881.  
Cohasset, 1874.  
Colrain, 1883.  
Concord, 1847, 1877.  
Conway, 1853, 1864, 1883.  
Cottage City, 1886.  
Cummington, 1862, 1873.  
Dana, 1870.  
Danvers, 1883.  
Dartmouth, 1864.  
Dedham, 1859.  
Deerfield, 1852, 1884.  
Dennis, East, 1864.  
Dennis, South, 1867.  
Dennis, West, 1883.  
Dighton, 1883.  
Dudley, 1865, 1883.  
East Bridgewater, 1884.  
Easthampton, 1863, 1884.  
Eastham, 1879.  
Easton, North, 1867.  
Edgartown, 1848, 1861, 1879, 1885.  
Egremont, 1883.  
Enfield, 1880.  
Everett, 1883.  
Fairhaven, 1858, 1881.  
Fall River, 1852, 1866, 1882.  
Falmouth, 1850, '61, '68, '69, '82.  
Fitchburg, 1845, '50, '62, '75, '80.  
Foxborough, 1857, 1881.  
Framingham, 1850, 1857, 1882.  
Franklin, 1854, 1877.  
Gardner, South, 1858.  
Gloucester, 1872, 1878.  
Goshen, 1886.  
Grafton, 1846.  
Granby, 1882.  
Granville, 1884.  
Great Barrington, 1847, 1859.  
Greenfield, 1849, 1863.  
Groton, 1849, 1856.  
Hadley, 1850, 1864, 1884.  
Hancock, 1883.  
Hanson, 1885.  
Hardwick, 1859, 1879.  
Harvard, 1883.  
Harwich, 1846, 1877, 1886.  
Hatfield, 1865, 1873.  
Haverhill, 1853, 1858, 1869, 1884.  
Hawley, 1884.  
Hingham, 1868, 1884.  
Hinsdale, 1869.  
Holbrook, 1883.  
Holliston, 1852.  
Holyoke, 1862, 1877.  
Hopkinton, 1854.  
Hubbardston, 1849, 1860, 1881.  
Hudson, 1880.  
Ipswich, 1874, 1884, 1887.  
Kingston, 1856.  
Lancaster, 1854, 1884.  
Lanesborough, 1879, 1884.  
Lawrence, 1851, 1862, 1878.  
Lee, 1846, 1854, 1864, 1882.  
Leicester, 1863.  
Lenox, 1850, 1884.  
Leominster, 1852, 1857, 1874, 1882.

Leverett, 1882.  
Lincoln, 1884.  
Littleton, 1855.  
Longmeadow, 1863.  
Lowell, 1852, 1867.  
Ludlow, 1879.  
Lunenburg, 1853, 1883.  
Malden, 1853.  
Manchester, 1883.  
Mansfield, 1854, 1879.  
Marblehead, 1883.  
Marlborough, 1856, 1867, 1871.  
Marshfield, 1879.  
Maynard, 1873.  
Medfield, 1882.  
Medford, 1884.  
Medway, 1850, 1871, 1880.  
Medway, West, 1863.  
Melrose, 1883.  
Mendon, 1885.  
Merrimac, 1881.  
Middleborough, 1853, 1877.  
Middlefield, 1883.  
Milford, 1850, 1858, 1861.  
Millbury, 1853, 1883.  
Monson, 1850, 1870.  
Montague, 1855, 1870, 1880.  
Monterey, 1879.  
Nantucket, 1853, 1874.  
Natick, 1853, 1864, 1870, 1880.  
Needham, 1867.  
New Bedford, 1853.  
Newburyport, 1854.  
New Marlborough, 1866.  
New Salem, 1846, 1873.  
Newton, 1851, 1864.  
North Adams, 1869, 1881.  
Northampton, 1857, 1869, 1885.  
Northborough, 1851, 1860, 1884.  
Northbridge, 1881.  
North Bridgewater, 1868.  
North Brookfield, 1852, 1859, 1886.  
Northfield, 1871, 1881.  
Norton, 1857.  
Orange, 1866, 1875, 1886.  
Orleans, 1853, 1861, 1875.  
Otis, 1883.  
Oxford, 1853.  
Palmer, 1884.

Pepperell, 1850, 1866, 1881.  
Peru, 1878.  
Petersham, 1851, 1876.  
Pittsfield, 1845, '51, '54, '57, '71, '82.  
Plainfield, 1880.  
Plymouth, 1850, 1881.  
Plympton, 1884.  
Prescott, 1883.  
Princeton, 1882.  
Provincetown, 1858, 1869, 1881.  
Quincy, 1847.  
Randolph, 1854, 1865.  
Raynham, 1883.  
Reading, 1882.  
Rehoboth, 1880.  
Rochester, 1884.  
Rockland, 1881.  
Rockport, 1882.  
Roxbury, 1852, 1854.  
Royalston, 1851.  
Rutland, 1855, 1878.  
Salem, 1854, 1884.  
Salisbury, 1873, 1882.  
Sandisfield, 1874.  
Sandwich, 1849, 1871.  
Saugus, 1881.  
Scituate, 1883.  
Sharon, 1883.  
Sheffield, 1852, 1861, 1876, 1884.  
Shelburne Falls, 1861, '68, '76, '81, '86.  
Sherborn, 1884.  
Shrewsbury, 1855.  
Somerset, 1882.  
Southampton, 1879.  
Southborough, 1886.  
Southbridge, 1851, 1872.  
South Hadley, 1867.  
Springfield, 1884.  
Stoughton, 1851, 1866, 1879.  
Spencer, 1881, 1888.  
Sunderland, 1848.  
Swampscott, 1865, 1884.  
Taunton, 1846, 1865, 1884.  
Templeton, 1853, 1874.  
Tisbury, 1869, 1883, 1884.  
Townsend, 1859.  
Truro, 1857.  
Tyngsborough, 1886.  
Tyringham, 1881.

Uxbridge, 1862, 1878, 1882.  
 Wakefield, 1872.  
 Waltham, 1860.  
 Ware, 1851, 1856, 1864, 1873, 1884.  
 Wareham, 1883.  
 Wayland, 1883.  
 Webster, 1859, 1884.  
 Wellfleet, 1859, 1871.  
 Westborough, 1858, 1877.  
 West Brookfield, 1877.  
 West Boylston, 1880.  
 Westfield, 1855.  
 Westford, 1863, 1886.  
 West Newbury, 1871.  
 Westport, 1883.

West Stockbridge, 1873.  
 Weymouth, 1861, 1878.  
 Whately, 1878.  
 Wilbraham, 1861, 1881.  
 Williamsburg, 1856, 1881.  
 Williamstown, 1862, 1872.  
 Winchendon, 1856, '67, '78, '85, '86.  
 Winchester, 1881.  
 Windsor, 1883.  
 Woburn, 1852.  
 Worcester, 1852, 1854.  
 Worthington, 1882.  
 Wrentham, 1852.  
 Yarmouth, 1855, 1862, 1865.

#### STATE AND COUNTY TEACHERS' ASSOCIATIONS.

County teachers' associations to receive twenty-five dollars for annual meetings.

1848, 301.  
 1864, 58, §§ 1, 2.  
 1880, 93.

Massachusetts Teachers' Association to receive three hundred dollars annually.  
 1846, 213.  
 Res. 1880, 30.

SECT. 4. When a county association of teachers and others holds an annual meeting of not less than one day, for the express purpose of promoting the interests of public schools, it shall receive twenty-five dollars from the commonwealth upon filing with the governor a certificate, under oath, of its president and secretary that a meeting has been so held.

SECT. 5. Subject to the approval of the board of education, there shall annually be allowed and paid, out of that half of the income of the school fund not apportioned for distribution to cities and towns, to the president or treasurer of the Massachusetts Teachers' Association, three hundred dollars, to be applied to the purposes of said association.

State aid to county associations of teachers was first granted in 1848. There are now eleven of these associations, and the sum of three hundred dollars is annually appropriated for their support. Although these institutions are not under the control of the State authorities, they co-operate with the Teachers' Institutes in accomplishing the same objects.

[Chapter 43.]

### THE SCHOOL FUNDS.

#### MASSACHUSETTS SCHOOL FUND.

School fund, how invested. Income only to be used.  
 1834, 169.  
 R. S. 11, §§ 13, 14.  
 1854, 300.  
 1854, 323.  
 1859, 154.  
 G. S. 36, § 1.  
 1866, 53.

SECTION 1. The present school fund of the commonwealth, together with such additions as may be made thereto, shall constitute a permanent fund, to be called the "Massachusetts School Fund;" the principal of which shall not be diminished, and the income of which, including the interest on notes and bonds taken for sales of Maine lands and belonging to said fund, shall be appropriated as hereinafter provided.

## HISTORY OF THE FUND.

The Massachusetts School Fund was established by the legislative Acts of 1834, chapter 169, providing that “all moneys in the treasury derived from the sale of lands in the State of Maine, and from the claims of the State on the Government of the United States for military services, and not otherwise appropriated, together with fifty per centum of all moneys thereafter to be received from the sale of lands in Maine, shall be appropriated to constitute a permanent fund for the aid and encouragement of common schools, provided that said fund shall not exceed one million dollars.”

In 1854 (chapter 300) an important act was passed, providing for the increase of the fund by the transfer “of such a number of the shares held by the Commonwealth in the Western Railroad Corporation, as will, at the rate of one hundred dollars a share, increase the principal of said fund to the amount of one million five hundred dollars.”

Again, by chapter 154 of the Acts of 1859, it was provided in section 3, that “all the avails of the moiety of the sales of public lands which by the provisions of the seventeenth chapter of the resolves of the year one thousand eight hundred and fifty-seven inure immediately to the use of the Commonwealth, and the use of which is not otherwise provided for in this act, shall be added to the principal of the Massachusetts School Fund.” Provision was thus made for the indefinite enlargement of the amount which the common schools would annually receive from the treasury of the State. Had this legislation been permitted to stand, the school fund would have been increased to the sum of five million of dollars, and thus the Commonwealth would have stood foremost in the Union in the provisions for the free and impartial education of her children.

Up to this period the legislation of the State had been liberal and generous to the common schools, and to the general educational interests of the Commonwealth.

The first adverse act was in 1861, when, by the gift of land in the Back Bay to the Massachusetts Institute of Technology and the Boston Society of Natural History, the sum of \$232,790 was diverted from the fund, — the fund which had been solemnly set apart and pledged for the support of the schools and for



general educational purposes. But under the exigency of the case, and the necessity of providing means for the payment of the large sums raised by the State for recruiting and sending forward troops, in 1864, chapter 313, the Legislature created a fund by the issue of State scrip, not exceeding ten million dollars, to be called the Massachusetts Bounty Fund, and created a sinking fund for the payment. Towards this sinking fund the Legislature appropriated all the receipts from the sale of Back Bay lands, less the expense of commissioners and of filling and preparing the lands for sale, including the portion now by law made payable to the Massachusetts School Fund as soon as said school fund shall have reached the sum of \$2,000,000. The whole amount paid under this statute into the school fund was \$456,930.06, "or less than fifteen per cent. of the estimated profits of the enterprise."

Thus no provision has been made for the increase of the school fund to meet the natural growth of the population, and the increasing demand which must of necessity be made for the support of our educational institutions. And Massachusetts must, in some way, increase her school fund, if she desires to keep pace with her sister States in the higher education demanded by the spirit of the times, and the progress of the age.

The method of distribution of the income of this fund was first provided for by the Legislature of 1835, which method was amended by the Legislature of 1839, and subsequently, in the years 1840, 1841, 1849, 1854, 1866, 1874 and 1884.

Under the fourth section of this chapter the money distributed by the State is held by the treasurers of the respective towns subject to the order of the school committee of each town. Three-fourths of the income must be applied by the committees to the support of schools, and the whole may be. The income received from the State is not subject to a vote of the town, nor is it necessarily divided in the same manner as money raised by local taxation. Under this section it becomes the duty of each town treasurer to open an account with the school committee, and to hold the funds received from the State subject to their order.

The establishment of the school fund in connection with the organization of the Board of Education has wrought a reformation in the character of the public schools. Although it was

not the purpose of the Legislature in establishing the fund to relieve the towns from the support of their schools, it was the purpose to furnish aid and encouragement. By furnishing this material aid the State established a necessary relation between its own control and the control of the towns over the management of the public schools.

With the fund it is possible to obtain accurate and full returns, and to communicate to the Legislature and to the people all the material facts relating to the condition of the public schools. It enables the authorities to execute the school laws, and to establish a uniform system of schools throughout the Commonwealth. It greatly aids the towns in supporting such schools as the statute requires the towns to maintain.

#### COMMISSIONERS OF THE FUND.

SECT. 2. The secretary of the board of education and the treasurer shall be commissioners, whose duty it shall be to invest and manage the fund, and report annually to the general court the condition and income thereof. All new investments of the fund, or of any part of the same, shall be made with the approval of the governor and council.

Commissioners to manage same, and report to general court. 1866, 53.

#### DISTRIBUTION OF THE INCOME OF THE FUND.

Section 3 was repealed by chapter 22 of the Acts of 1884 and the following substituted:—

One-half of the annual income of the school fund of the Commonwealth shall be apportioned and distributed without a specific appropriation for the support of public schools, and in the manner following, to wit:—Every town complying with all laws in force relating to the distribution of said income, and whose valuation of real and personal estate, as shown by the last returns thereof, does not exceed one-half million dollars, shall annually receive three hundred dollars; every such town whose valuation is more than one-half million dollars, and does not exceed one million dollars, shall receive two hundred dollars; every such town whose valuation is more than one million and does not exceed three million dollars shall receive one hundred and fifty dollars. The remainder of said half shall be distributed to all the cities and towns whose valuation does not exceed ten million dollars, in proportion to the number of persons between five and fifteen years of age belonging to each. All money appropriated for other educational purposes, unless otherwise specially provided, shall be paid from the other half of said income. If the income in any year exceeds such

Distribution of one-half of income among towns, etc. Appropriations for educational purposes paid from other half. Balance to be added to principal. 1874, 348, §§ 1, 2. 1884, 22.

appropriations, the surplus shall be added to the principal of said fund.

Income, at what time to be apportioned and paid.  
G. S. 36, § 3.  
1867, 98.

SECT. 4. The income of said fund, appropriated to the support of public schools, which has accrued on the thirty-first day of December in each year, shall be apportioned by the secretary and treasurer in the manner provided in the preceding section, and paid over by the treasurer to the treasurers of the several cities and towns on the twenty-fifth day of January thereafter.

Distribution of income not to be made to towns, etc., which do not comply with law.  
1865, 142, § 1.  
1866, 208, § 2.  
1878, 234, § 1.

SECT. 5. No such apportionment and distribution shall be made to a city or town which has not maintained a school as required by section one of chapter forty-four; or which, if containing the number of families or householders required by section two of said chapter, has not maintained, for at least thirty-six weeks during the year, exclusive of vacations, a high school such as is mentioned therein; or which has not made the returns required by sections six and eight of chapter forty-six, and complied with the laws relating to truancy; or which has not raised by taxation for the wages and board of teachers, fuel for the schools, and care of fires and school-rooms during the school year embraced in the last annual returns, a sum not less than three dollars for each person between the ages of five and fifteen years belonging to such city or town on the first day of May of said school year.

#### HOW THE INCOME SHALL BE APPLIED.

Income received by towns, etc., how applied.  
G. S. 36, § 4.

SECT. 6. The income of said fund received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein; but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps, and apparatus for the use of said schools.

#### TODD NORMAL SCHOOL FUND.

Todd fund, how applied.  
G. S. 36, § 7.  
1862, 83, § 1.

SECT. 9. The income of the Todd fund shall be paid to the treasurer of the board of education, to be applied by said board to specific objects, in connection with the normal schools, not provided for by legislative appropriation.

See chap. 41, sect. 2.

[Chapter 44.]

### THE PUBLIC SCHOOLS.

#### PUBLIC SCHOOLS.

Each town to have school six months in a year.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the

children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, drawing, the history of the United States, and good behavior. Algebra, vocal music, agriculture, sewing, physiology, and hygiene shall be taught, by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

Branches  
taught.  
G. S. 38, § 1.  
1862, 7.  
1870, 248, § 1.  
1876, 3, § 1.  
10 Met. 508.

### PURCHASE AND USE OF HAND-TOOLS.

This section is amended by chapter 69 of the Acts of 1884 by striking out the words “and hygiene,” and inserting instead the words “hygiene and the elementary use of hand-tools,” and in any city or town where such tools shall be introduced, they shall be purchased by the school committee at the expense of such city or town, and loaned to such pupils as may be allowed to use them free of charge, subject to such rules and regulations as to care and custody as the school committee may prescribe.

### PHYSIOLOGY AND HYGIENE.

Chapter 332 of the Acts of 1885 provides that “physiology and hygiene, which, in both divisions of the subject, shall include special instruction as to the effects of alcoholic drinks, stimulants and narcotics on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches, such as drawing, mechanics, art, and like studies. All acts or parts of acts relating to the qualifications of teachers in the public schools shall apply to the branch of study prescribed in this act, and all penalties now fixed for neglect to provide instruction in the branches of study now prescribed by law shall apply to this branch of study.”

By the term “regular branch,” is meant one that is included in the list of those required by law to be taught.

Formerly physiology and hygiene were optional studies. By the Act of 1885 they were introduced among the required branches.

“All pupils in all schools,” are all pupils in the primary, intermediate, grammar and high schools of our system. The law requires physiology and hygiene to be taught to all pupils in all



schools with special reference to the effects of alcohol on the human system. This branch of learning is to be treated by school authorities as are all other compulsory topics of study.

#### HIGH SCHOOLS.

High schools  
in towns of  
five hundred  
families.  
Branches  
taught.  
G. S. 38, § 2.  
1868, 226.

SECT. 2. Every town may, and every town containing five hundred families or householders, according to the latest public census taken by the authority either of the commonwealth or of the United States, shall, besides the schools prescribed in the preceding section, maintain a high school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this commonwealth and of the United States, and the Latin language. Such high school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place or alternately at such places in the town as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

Duration of  
school.  
Towns of four  
thousand in-  
habitants.  
16 Mass. 141.  
10 Met. 508.  
11 Cush. 178.  
98 Mass. 589.

The “Master” may be either male or female. The term “may” applies to both grades of high schools. The law establishing the two grades named in this section was passed in 1826. Forty-four towns that have less than 500 families each, are maintaining high schools; 154 cities and towns are required to maintain high schools, 87 of the higher and 67 of the lower grade; 198 cities and towns are maintaining high schools.

By the last census the population of the State is 1,943,067; the population of the towns supporting high schools is 1,851,937, or  $95\frac{3}{10}$  per cent. of the whole population.

#### EVENING SCHOOLS.

Chapter 174 of the Acts of 1883 provides:—

1. Every town and city having ten thousand or more inhabitants shall establish and maintain, in addition to the schools required by law to be maintained therein, evening schools for the instruction of persons over twelve years of age in orthography, reading, writing, geography, arithmetic, drawing, the history of the United States, and good behavior. Such



other branches of learning may be taught in such schools as the school committee of the town shall deem expedient.

2. The school committee of such towns shall have the same superintendence over such evening schools as they have over other schools, and may determine the term or terms of time in each year, and the hours of the evening during which such schools shall be kept, and may make such regulations as to attendance at such schools as they may deem expedient.

3. Nothing contained in this act shall exempt any person from the requirements of section one of chapter forty-seven of the Public Statutes.

### ILLITERATE MINORS.

Chapter 433 of the Acts of 1887 requires that : —

1. Every owner, superintendent or overseer of any manufacturing, mechanical or mercantile establishment who employs, or permits to be employed therein, a minor under fourteen years of age who cannot read and write in the English language, except during the vacation of the public schools in the city or town where such minor lives, and every parent or guardian who permits such employment, shall, for every such offence, forfeit not less than twenty nor more than fifty dollars, for the use of the public schools of such city or town.

2. Every person who regularly employs, or permits to be employed, a minor fourteen years of age, or over, who cannot read and write in the English language, providing such minor has been, since reaching the age of fourteen, for one year continuously a resident of a city or town in this Commonwealth wherein public evening schools are maintained, and is not a regular attendant of a day or evening school, shall, for every such offence, forfeit not less than fifty nor more than one hundred dollars, for the use of the evening schools of such city or town.

3. Whenever it appears that the labor of any minor who would be debarred from employment under section two of this act, is necessary for the support of the family to which said minor belongs, or for his own support, the school committee of said city or town may, in the exercise of their discretion, issue a permit authorizing the employment of such minor within such time or times as they may fix, and the provisions of said section two shall not apply to such minor so long as said permit is in force.

4. Two weeks next before the opening of each term of the evening schools, the school committee shall, by posters posted in three or more public places of said city or town, give notice of the location of said schools, the date of the commencement of the term, the evenings of the week during which said schools shall be kept, the provisions of section two of this act as to forfeiture for non-compliance with said section, and such regulations as to attendance as they shall deem proper.

### EVENING HIGH SCHOOLS.

Chapter 236 of the Acts of 1886 provides that : —

1. Every city of fifty thousand or more inhabitants shall establish and thereafter annually maintain an evening high school in which shall be

taught such branches of learning as the school committee thereof may deem expedient, whenever fifty or more residents, fourteen years of age or over, who desire and, in the opinion of the school committee, are competent to pursue high school studies, shall petition in writing for an evening high school and certify that they desire to attend such school.

2. The school committee shall have the same superintendence over such schools as they have over day schools; may determine the term or terms of time in each year and the hours of the evening during which such schools shall be kept, and may make such regulations as to attendance thereat as they may deem proper.

#### UNION HIGH SCHOOL DISTRICTS.

High school districts in adjacent towns, how established. 1848, 279, § 1. G. S. 38, § 3. 103 Mass. 99.

Committee, how chosen. Powers. 1848, 279, § 2. G. S. 38, § 4.

to determine location of school-house. 1848, 279, § 3. G. S. 38, § 5.

Expenses apportioned. 1848, 279, § 4. G. S. 38, § 6.

SECT. 3. Two adjacent towns, having each less than five hundred families or householders, may form one high school district for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each town, in meetings called for that purpose, so determine.

SECT. 4. The school committees of the two towns so united shall elect one person from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committees and prudential committees.

SECT. 5. The committee thus formed shall determine the location of the school-house authorized to be built by the towns forming the district, or, if the towns do not determine to erect a house, shall authorize the location of such school alternately in the two towns.

SECT. 6. In the erection of a school-house for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

#### INDUSTRIAL AND MECHANICAL DRAWING.

Industrial and mechanical drawing to be taught free to persons over fifteen years of age. 1870, 248, § 2.

SECT. 7. Any town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, in either day or evening schools, under the direction of the school committee.

#### INDUSTRIAL SCHOOLS.

Industrial schools may be established by towns, etc., under superintendency of school committee. 1872, 86.

SECT. 8. A town may establish and maintain one or more industrial schools, which shall be under the superintendence of the school committee, who shall employ the teachers, prescribe the arts, trades, and occupations to be taught therein, and have the general control and management thereof; but they shall not expend for any such school an amount exceeding the appropriation specifically made therefor, and shall not compel any scholar to study any trade, art, or occupation without the

consent of his parent or guardian; and attendance upon such school shall not take the place of the attendance upon public schools required by law.

#### NAUTICAL SCHOOLS.

SECT. 9. A town may establish and maintain, upon shore or upon ships or other vessels at the option of the school committee, one or more schools for training young men or boys in nautical duties; such schools shall be subject to the provisions of the preceding section, except that the school committee may excuse boys attending such nautical schools from attendance on other schools.

Cities and towns may establish nautical schools in ships or on shore.  
1878, 159.

#### UNION SCHOOLS.

SECT. 10. Two or more towns may, by a vote of a majority of the legal voters in each town, unite in establishing union schools for the accommodation of such contiguous portions of each as shall be mutually agreed upon.

Union schools may be established by two or more towns.  
1868, 278, § 1.

SECT. 11. The management and control of such schools, the location of the same or of the school-houses therefor, and the apportionment of the expenses of erecting such school-houses and of the support and maintenance of said schools, with all expenditures incident to the same, shall be governed by the provisions of sections four, five, and six.

How managed, located, supported, etc.  
1868, 278, § 2.  
103 Mass. 99.

#### SCHOOLS FOR PERSONS OVER TWELVE YEARS OLD.

SECT. 12. A town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over twelve years of age; may determine the term or terms of time in each year and the hours of the day or evening during which said school shall be kept; and may appropriate such sums of money as may be necessary for the support thereof.

Schools may be maintained for those over twelve years of age.  
G. S. 38, § 7.  
1869, 305.  
10 Allen, 149.

SECT. 13. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools, and shall determine what branches of learning may be taught therein.

Schools to be under superintendence of committee.  
G. S. 38, § 8.

#### FEMALE ASSISTANTS.

SECT. 14. In every public school having an average of fifty scholars, the school district or town to which such school belongs, shall employ one or more female assistants, unless such district or town votes to dispense with such assistant.

Female assistant.  
G. S. 38, § 9.

It would be well for the schools if the wise provision made by this statute was always observed. Great waste will be produced whenever a larger number of pupils than can be well taught are assigned to one teacher. Fifty pupils is the maximum number.

## MORAL INSTRUCTION.

Duty of instructors in colleges, etc. Constitution, c. 5, § 2. G. S. 38, § 10. 12 Allen, 127.

SECT. 15. It shall be the duty of the president, professors, and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

Duty of ministers and town officers. G. S. 38, § 11. 101 Mass. 143.

SECT. 16. The resident ministers of the gospel, the selectmen, and the school committees shall exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

These provisions of the statutes contain an emphatic expression of the will of the people concerning the introduction of the moral element into all our public instruction. By it the teachers of science, as well as of religion, are enjoined to train the young under their care to the practice of every virtue. This provision, sanctioned and enforced by the popular will, has produced a most marked effect upon the spirit of our educational institutions.

## TOWNS TO RAISE MONEY FOR SCHOOLS.

Towns to raise money for schools. G. S. 38, § 12. 10 Met. 513.

SECT. 17. The several towns shall at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

## CONVEYANCE OF PUPILS.

Chapter 132 of the Acts of 1869 provides that any town in the Commonwealth may raise by taxation or otherwise, and appropriate money to be expended by the school committee in their discretion, in providing for the conveyance of pupils to and from the public schools.



## SCHOOL FUNDS OF CORPORATIONS.

SECT. 18. Nothing contained in this chapter shall affect the right of any corporation established in a town to manage any estate or funds given or obtained for the purpose of supporting schools therein, or in any wise affect such estate or funds.

School funds of corporations not affected, etc.  
G. S. 38, § 13.

## PENALTY FOR REFUSAL OR NEGLECT TO RAISE MONEY.

SECT. 19. A town which refuses or neglects to raise money for the support of schools as required by this chapter shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein. A town which refuses or neglects to choose a school committee to superintend its schools, or to choose prudential committees in the several districts, when it is its duty to choose such prudential committees, shall forfeit not less than five hundred nor more than one thousand dollars to be paid into the treasury of the county.

Forfeiture for neglect to raise money, etc.  
G. S. 38, § 14.  
11 Cush. 178.

SECT. 20. Three-fourths of any forfeiture so paid shall be paid by the county treasurer to the school committee, if any, otherwise to the selectmen of the town from which it is recovered, who shall apportion and appropriate the same to the support of the schools of such town in the same manner as if it had been regularly raised by the town for that purpose.

Forfeiture, three-fourths of, appropriated to schools.  
G. S. 38, § 15.

By the seventeenth section the towns are required to raise such sums of money for the support of schools as they judge necessary. The town is to judge of the needed expenditure. The annual report of the school committee will furnish the data on which the judgment of the town is to be based. An estimate of the amount of money needed to carry on the schools for the year should be made by the committee and presented to the town at its annual meeting. It would be well to make the estimate in detail, as follows : —

1. For support of schools, including wages and board of teachers, fuel, care of fires and school-rooms.
2. Repairs.
3. Apparatus, books of reference, etc.
4. Incidentals, as school-room supplies, pails, brooms, crayons, erasers, etc.

The towns have authority to raise money for the support of all schools that may properly be called town schools. See decision below.

The court are of the opinion that the provision in the statutes which provides the small amount of schooling which towns are *compelled* to provide for under a penalty, is not a definition or limit of the public schools which they have *authority* to provide for by taxation ; but that the provision is to



be taken in connection with the broader power given to towns to grant and vote money, as they shall judge necessary, for the support of schools, and also with the whole course of policy and of legislation upon the same subject. This power is to be exercised in good faith, for the support of "town schools," as that term is well known and understood, for the general benefit, and not colorably for the promotion of other and different objects.—*Metcalf*, vol. 10, page 520.

In the case of *The Commonwealth v. The Inhabitants of Sheffield* (11 Cushing, 178), it was held that the offence contemplated by the statutes on which the nineteenth and twentieth sections of this chapter are founded, could be committed only once a year — that the calendar year is intended.

#### ELECTION AND GENERAL POWERS OF SCHOOL COMMITTEES.

School committee, how chosen, etc. Women to be eligible.  
G. S. 38, § 16.  
1874, 389.  
1879, 223.  
23 Pick. 225.  
5 Cush. 207.  
8 Cush. 160.  
12 Gray, 61.  
10 Allen, 149.  
12 Allen, 127.  
101 Mass. 143.  
105 Mass. 475.

SECT. 21. Every town shall, at its annual meeting, or at a meeting appointed and notified by the selectmen for the purpose and held in the same month in which the annual meeting occurs, choose by written ballots a school committee, which shall have the general charge and superintendence of all the public schools in the town. Said committee shall consist of any number of persons divisible by three which said town has decided to elect, one-third thereof to be elected annually, and to continue in office three years. No person shall be deemed to be ineligible to serve upon a school committee by reason of sex. If a town fails or neglects to choose such committee, an election at a subsequent meeting shall be valid.

The school law of 1826, chapter 170, section 1, first required towns to elect a school committee.

By the Statutes of 1827, chapter 143, section 5, every town was required to elect three, five, or seven persons, and towns containing four thousand inhabitants were empowered to choose an additional number not exceeding five.

The Act of 1857, chapter 270, changed the number to three or some multiple of three, and each member after the first election was to hold office for three years.

By this section the committee have general charge and superintendence of the schools.

The school committee of a town are to determine what is a "sufficient number" of schools for a town to maintain. Chief Justice Shaw uses the following language: —

There being no specific direction how schools shall be organized; how many schools shall be kept; what shall be the qualifications for admission to the schools; the age at which children may enter; the

age to which they may continue,—these must all be regulated by the committee, under their power of general superintendence.

The power of general superintendence vests a plenary authority in the committee to arrange, classify, and distribute pupils, in such a manner as they think best adapted to their general proficiency and welfare. If they should judge it expedient to have a grade of schools for children from seven to ten, and another for those from ten to fourteen, it would seem to be within their authority to establish such schools; so to separate male and female pupils into different schools.

In the absence of special legislation on this subject, the law has vested the power in the committee to regulate the system of distribution and classification; and when this power is reasonably exercised, without being abused or perverted by colorable pretences, the decision of the committee must be deemed conclusive. 5 Cush. 207, 208, 209.

It is competent for teachers, with the approval of the school committee, to require pupils to prepare other exercises and to pursue other studies than those named in this section, if they are clearly included in those required,—as composition-writing is included in orthography and in grammar.

The general school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school. 8 Cush. 160.

The school committee have authority, not subject to revision if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management; and the expulsion of such a pupil from the school by a part of the committee, unanimously ratified afterwards by the full committee, is not an irregularity in the exercise of the authority, which gives the pupil a right of action against the town. 105 Mass. 475.

#### FILLING VACANCIES IN COMMITTEE.

SECT. 22. If a person elected a member of the school committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if a member of the committee declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the committee,

Vacancies,  
how filled.  
G. S. 38, § 17.

the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

When whole committee decline, new committee, how elected. G. S. 38, § 18.

SECT. 23. If all the persons elected members of the school committee, after such notice of their election, refuse or neglect to accept the office, or having accepted afterwards decline further service, or become unable to attend to the duties of the committee, the selectmen or the mayor and aldermen shall, after giving like public notice, elect by ballot a new committee, and the votes of a majority of the entire board of selectmen, or of the mayor and aldermen, shall be necessary to an election.

To constitute a valid election, in case of vacancy, the person elected must have received a number of votes equal to a majority of all the persons entitled to vote; that is, if there were in a town five selectmen and five remaining members of the school committee, there would be ten persons entitled to vote; and six votes would be necessary to an election, even though only eight, or seven, or six votes should be cast. The same rule also applies when, under the authority given in the twenty-third section, the mayor and aldermen of a city, or the selectmen of a town, proceed to elect an entire board of school committee. An article "to choose all necessary town officers" is notice only of those elections that are provided for by the standing laws. Hence it follows that vacancies occurring after the warrant for the annual election is issued, and before the election is held, cannot be filled at that meeting. In such case the vacancy must be filled by the conventions provided for in the twenty-second and twenty-third sections of this chapter.

The following case was once submitted to the department: The annual meeting of a town was held on the fifth of March. Before the election of members of the school committee, the meeting adjourned to the first Monday of April. About the twentieth of March a member of the school committee resigned. On the twenty-seventh of March the remaining members of the committee and the selectmen, after giving due notice, elected a person to fill the vacancy.

At the meeting in April, it being an adjournment of the March meeting, and acting under an article in the warrant "to

choose all necessary town officers," the town elected a different person to fill the vacancy. The attorney-general gave an opinion that the election by the town was not valid, and that the person elected in convention was entitled to the seat.

SECT. 24. The term of service of every member elected in pursuance of the provisions of the two preceding sections shall end with the municipal or official year in which he is chosen; and if the vacancy which he was elected to fill was for a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

Term of service of person filling vacancy.  
G. S. 38, § 19.

#### OLD BOARD TO MAKE RETURNS.

SECT. 25. All the members of the school committee shall continue in office for the purpose of superintending the winter terms of the several schools, and of making and transmitting the certificate, returns, and report of the committee, notwithstanding the election of any successor at the annual meeting; but for all other duties, the term of office shall commence immediately after election; except that, in cities where no different provision has been specifically made, the term of office of members of the school committee shall commence at the time provided in regard to members of the several city councils.

On election of new board, certain duties of old to continue.  
G. S. 38, § 20.  
1865, 134.

#### INCREASING OR DIMINISHING COMMITTEE.

SECT. 26. A town may, at its annual meeting, vote to increase or diminish the number of its school committee. Such increase shall be made by adding one or more to each class, to hold office according to the tenure of the class to which they are severally chosen. Such diminution shall be made by choosing, annually, such number as will in three years effect it, and a vote to diminish shall remain in force until the diminution under it is accomplished.

Committee, how increased or diminished.  
G. S. 38, § 21.

By this statute a town may increase its school committee by adding an equal number to each of its three classes, and this may be done at any annual meeting named for that purpose. It will, however, require three years to effect a diminution, as members once duly elected cannot be deprived of their offices. During the time required to make the diminution, it may occur that the committee will not always consist of some multiple of three.

SECT. 27. The school committee shall appoint a secretary and keep a permanent record book, in which all its votes, orders, and proceedings shall by him be recorded.

Committee, records of; secretary.  
G. S. 38, § 22.



Committee to contract with teachers, unless, etc.  
 G. S. 38, § 23.  
 4 Cush. 599.  
 9 Allen, 94.  
 98 Mass. 587.

SECT. 28. The school committee, [unless the town at its annual meeting determines that the duty may be performed by the prudential committee], shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all teachers who may be employed; and shall ascertain, by personal examination, their qualifications for teaching, and their capacity for the government of schools.

(The clause in the above section enclosed in brackets is rendered void by chapter 219 of the Acts of 1882, which abolished the school district system.)

### TENURE OF OFFICE.

Chapter 313 of the Acts of 1886 provides that the school committee of any city or town may elect any duly qualified person to serve as a teacher in the public schools of such city or town during the pleasure of such committee: *provided*, such person has served as a teacher in the public schools of such city or town for a period of not less than one year.

### SELECTION AND EXAMINATION OF TEACHERS.

The duty indicated in the twenty-eighth section is the most important one which the school committee is called to perform. It is necessary that the schools shall be supplied with good teachers; for, whatever may be done by external agencies, a good school will never exist until it is created by a good teacher.

The committee are to find such teachers by examination. The most satisfactory examination will be made by observing a teacher at his work. If this cannot be done, the candidate may be examined by questions, which shall test his ability to teach the branches of learning to be pursued in the schools, also his ability to organize and control a school. Before a teacher is employed, the committee should be thoroughly satisfied that he has a good moral character, and that he has a good method of teaching morals to his pupils.

“The authority and duty of the school committee of a town are not confined to ascertaining by examination the literary qualifications of teachers, and their capacity for the government of schools; but they are the sole judges of their qualifications in all respects to teach and govern the school for which they are selected.” 9 Allen, 94.



## SALARIES AND APPROPRIATIONS.

“ The school committee have the whole power to examine teachers, and no one can legally be a teacher in any public school, until he has received from the school committee a written certificate of his qualification.

“ By this statute, the committee has the power, absolutely and unconditionally, to agree upon the salaries of the teachers. There is no power given to any other men, or body of men, to contract with the teachers, and this power is given by the statute, and not by the town or city.

“ The Legislature have imposed on the committee the duty of seeing to it that the public schools are in a condition and of a character best calculated to advance the improvement and promote the good of the pupils. The character of the schools will depend on the character of the teachers, and the character of the teachers will depend on the compensation. The power to fix the compensation is chiefly intrusted to the committee for the full, appropriate and most useful discharge of their duties. This power the Legislature, for the most satisfactory reasons, have expressly given to them. To say that the city is not bound to pay according to the contract of the committee would be in effect to say that the committee had no power to contract.” *Bachelor v. City of Salem.* 4 Cush. 599.

“ The power of the school committee to fix the compensation of the teachers of the schools of a city, and bind the city to pay the same, cannot be controlled by the city council except by voting to close the schools after they have been kept open the time required by law.

“ The power given to the school committee to contract with teachers necessarily implies and includes the power to determine their salaries. And in so doing they are not restricted to the amount appropriated by the city council.

“ The school committee are an independent body, intrusted by law with large and important powers and duties; and, although every discretionary power is liable to abuse, against which no perfect safeguards can be provided, yet we are aware of no substantial reason for supposing that the power of fixing teachers' salaries is more liable to abuse by the school committees than by the city council. At all events, the interpretation

of the law to which we now adhere was adopted many years ago [see *Bachelder v. Salem*, 4 Cush. 603], and the Legislature has not seen fit to change its provisions." 98 Mass. 587.

#### AUTHORITY OF TEACHERS OVER PUPILS.

Section 1 of chapter 44 of the Public Statutes imposes upon the teachers of the public schools the duty of instructing their pupils in good behavior.

The Constitution of the State makes it the duty of all institutions of learning to train those committed to them in the practice of every virtue. . To attain these ends it is necessary that a wise government over the pupils shall be uniformly and persistently maintained. The teacher is therefore vested with the authority of the parent in the control of the children in their relations as pupils of his school.

1. In the school-room he has exclusive control of his pupils, subject only to the direction of the school committee.

2. He may rightfully exercise the same full control over his pupils at any time while they are on any part of the school premises.

3. While the pupils are on their way to and from the school, the authority of the teacher may be considered as concurrent with that of the parent or guardian. If the pupils in coming to school, or in going from it to their homes, commit an offence against the civil laws, it will be well to leave the offenders in the hands of judicial or parental authority. But if the children quarrel on their way, or are wilfully tardy, or use indecent and profane language, or in any way by their conduct injure the good order and discipline of the school, the teacher may take notice of such conduct by subjecting the offender to such wise and judicious treatment as will have a tendency to prevent a repetition of the offence. In such cases the teacher should exercise great caution not to use any doubtful authority, or any questionable modes of correction.

#### TEACHERS' CERTIFICATES.

Teachers to receive and file certificate; when and how paid.  
G. S. 38, § 24.

SECT. 29. Every teacher of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such teacher on account of his services; and upon so filing such certificate, the teacher of any public school shall be

entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the conditions specified in section fifteen of chapter forty-six.

#### DISMISSAL OF TEACHER.

SECT. 30. The school committee may, when they think proper, dismiss any teacher from employment, and such teacher shall receive no compensation for services rendered after such dismissal.

Teachers may be dismissed, etc.  
G. S. 38, § 25.  
12 Gray, 339.  
9 Allen, 94.

No teacher shall be allowed to enter upon the discharge of the duties of his office until he has obtained from the school committee a duplicate certificate of qualifications. He must deposit one copy with the selectmen of the town; the other he must retain for his own reference. Until this is done the teacher has no authority either to teach or to control a school, nor will he be legally entitled to his wages.

The power granted by the thirtieth section is absolute. It will often happen that a committee may be in possession of sufficient reasons to justify the dismissal of a teacher, and yet a wise public policy would avoid a disclosure of them. Experience has proved that this power is not liable to abuse. Committees are reluctant to take upon themselves the responsibility of dismissing a teacher, except in extreme cases.

#### WHEN COMMITTEES SHALL VISIT SCHOOLS.

SECT. 31. The school committee or some one or more of them, in each town where there is no superintendent of schools, shall for the purpose of organizing and making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, visit all the public schools therein on some day during the first week after the opening of such schools, and on some day during the two weeks preceding the close of the same, and also, without giving previous notice thereof to the instructors, once in each month; and they shall at such examinations inquire into the regulation and discipline of the schools and into the habits and proficiency of the scholars.

School committees to visit schools at stated times, and once a month without previous notice to teachers; purpose of visits.  
G. S. 38, § 26.  
1876, 186, § 1.

The requirements of this section are so plain as to leave no room for explanation.

#### BIBLE TO BE READ IN THE SCHOOLS.

SECT. 32. The school committee shall require the daily reading in the public schools of some portion of the Bible, without written note or oral comment; but they shall not require a scholar, whose parent or guardian informs the teacher in writing that he has conscientious scruples against it, to read

Bible to be read in schools. Secular books excluded.  
1862, 57.  
1880, 176.  
12 Allen, 127

from any particular version, or to take any personal part in the reading; nor shall they direct to be purchased or used in the public schools school-books calculated to favor the tenets of any particular sect of Christians.

“The school committee of a town may lawfully pass an order that the schools thereof shall be opened each morning with reading from the Bible and prayer, and that during the prayer each scholar shall bow the head, unless his parents request that he shall be excused from doing so; and may lawfully exclude from the school a scholar who refuses to comply with such order, and whose parents refuse to request that he shall be excused from doing so.” 12 Allen, 127.

It is the settled policy of the State to require the use of the Bible in the public schools, and since the passage of the Act of 1855, there have been but few objections made.

The duty of the committees is performed if they require the Bible to be read by the teachers as a part of the morning devotional service. The law does not prescribe, as a rule from which there are to be no deviations, that every pupil who may be able to read the Bible shall be required to do so. In this respect a discretion is vested in the committees. No sectarian books are used in the schools.

#### COMMITTEE TO PRESCRIBE COURSE OF STUDIES.

Committee to direct what books shall be used in public schools, and prescribe course of studies.  
1876, 47, § 1.  
1881, 193, § 1.

SECT. 33. The school committee shall direct what books shall be used in the public schools, and shall prescribe, as far as is practicable, a course of studies and exercises to be pursued therein. These exercises may, at the discretion of the committee, include calisthenic, gymnastic, and military drill: *provided*, that no special instructors shall be employed to teach gymnastic, calisthenic, or military drill, except by a two-thirds vote of the committee present and voting thereon. But no pupil shall be required to take part in any military exercise in case he, his parent or guardian, notifies the school committee that he or such parent or guardian has conscientious scruples against such exercise, or believes it would be injurious to the health of said pupil.

It is necessary that the schools of every town shall have a definite and well-arranged course of studies.

The topics introduced into the course should be such as will lead the learner to obtain useful knowledge, and such also as will furnish occasions for that activity of the mind which will



produce the best mental development. The topics should be so arranged in the course that they will hold a logical relation to one another, and will be adapted to the wants of the minds of the pupils as their powers are developed.

#### CHANGES OF SCHOOL-BOOKS.

SECT. 34. A change may be made in the school-books used in the public schools in a town by a vote of two-thirds of the whole school committee thereof at a meeting of said committee, notice of such intended change having been given at a previous meeting.

Committee  
may change  
books by two-  
thirds vote of  
whole com-  
mittee.  
1876, 47, § 2.

#### FREE TEXT-BOOKS.

Chapter 103 of the Acts of 1884 provides that the school committee of every city and town shall purchase, at the expense of such city or town, text-books and other school supplies used in the public schools; and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as to care and custody as the school committee may prescribe.

Chapter 161 of the Acts of 1885 provides that school committees may procure, at the expense of the city or town, in accordance with appropriations therefor previously made, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools under their supervision.

The advantages of the free text-book system are :—

1. Economy in time and money. Under the present system the schools may be supplied, on the first day of the term, with all necessary means of study. This prevents the long delays that were formerly experienced in organizing the classes, and enables the teacher to make a better classification of his school. Experience has proved that the expense of books and supplies, by the new method of purchase, is reduced nearly one-half.

2. The new system furnishes a good occasion for training the children to take good care of those things not their own, but which they are allowed to use.

3. It seems, by the returns, to have increased the attendance upon the schools more than ten per cent.

4. The public schools of the State are now literally free schools, offering to all, on the same free terms, the advantages of a good public school education.



Before the Act of 1884 was passed, sixteen towns in the State had voluntarily adopted the free text-book system. In all cases the most satisfactory results followed.

Duty of committee where school is for benefit of whole town.  
G. S. 38, § 33.

SECT. 41. In any town containing five hundred families and in which a high school is kept as before provided, the school committee shall perform the duties in relation to such school, the house where it is kept, and the supply of all things necessary therefor, which the prudential committee may perform in a school district.

#### PAY OF SCHOOL COMMITTEES.

Compensation of committee.  
G. S. 38, § 34.  
1873, 157.

SECT. 42. Each member of the school committee in cities shall be paid one dollar a day, and in towns two dollars and a half a day, for the time actually employed in discharging the duties of the office, together with such additional compensation as the city or town may allow, except as provided in the following section.

#### SUPERINTENDENTS OF PUBLIC SCHOOLS.

Superintendent of schools, appointment, duties, etc.  
G. S. 38, § 35.  
1860, 101.  
1870, 117.  
1873, 108.  
1874, 272.

SECT. 43. A city by ordinance, and a town by vote, may require the school committee annually to appoint a superintendent, who, under the direction and control of said committee, shall have the care and supervision of the public schools; or the school committee of any city without such ordinance may appoint a superintendent by a majority vote of the whole board; the compensation of the superintendent shall not be less than one dollar and fifty cents for each day of actual service, and shall be determined by the school committee, and, in cities without such ordinance, by a majority vote of the whole board; in every city in which such ordinance is in force or in which a superintendent is appointed, and in every town in which a superintendent is appointed, and which does not provide otherwise by vote, the school committee shall receive no compensation.

#### UNION OF TOWNS TO EMPLOY SUPERINTENDENT.

Towns may form a district for employment of superintendent of schools.  
1870, 183, § 1.  
manner of appointment, salary, etc.  
1870, 183, § 2.

SECT. 44. Two or more towns may, by a vote of each, form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law.

SECT. 45. Such superintendent shall be annually appointed by a joint committee, composed of the chairman and secretary of the school committee of each of the towns in said district, who shall determine the relative amount of service to be performed by him in each town, and shall fix his salary and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town. Said joint committee shall, for said purposes, be held to be the agents of each town composing such district.

Chapter 431 of the Acts of 1888 provides as follows : —

1. Any two or more towns the valuation of each of which does not exceed two million five hundred thousand dollars, and the aggregate number of schools in all of which is not more than fifty nor less than thirty, may, by vote of the several towns, unite for the purpose of the employment of a superintendent of schools under the provisions of this act.

2. When such a union has been effected, the school committees of the towns comprising the union shall form a joint committee, and for the purposes of this act said joint committee shall be held to be the agents of each town comprising the union. Said committee shall meet annually in joint convention in the month of April at a day and place agreed upon by the chairman of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose, by ballot, a superintendent of schools ; determine the relative amount of service to be performed by him in each town ; fix his salary, and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town.

#### STATE AID FOR SUPERINTENDENTS.

3. Whenever the chairman and secretary of such joint committee shall certify to the state auditor, under oath, that a union has been effected as herein provided, that the towns, in addition to an amount equal to the average of the total sum paid by the several towns for schools during the three years next preceding, unitedly have raised by taxation and appropriated a sum not less than seven hundred and fifty dollars for the support of a superintendent of schools, and that under the provisions of this act a superintendent of schools has been employed for one year, a warrant shall be drawn upon the treasurer of the Commonwealth for the payment of one thousand dollars, one-half of which amount shall be paid for the salary of such superintendent and the remaining one-half shall be apportioned and distributed on the basis of the average public school attendance of the towns forming such district for the year next preceding, which amount shall be paid for the salaries of teachers employed in the public schools within such district.

4. A sum not exceeding twelve thousand five hundred dollars shall be annually appropriated for the purposes of this act.

5. The provisions of section forty-three of chapter forty-four of the Public Statutes respecting the service of school committees without pay in towns wherein a superintendent is appointed, shall not apply to towns uniting in the employment of a superintendent under the provisions of this act.

It is the universal testimony of those best able to judge, that the schools of a country are good as their superintendence is good, and poor as their superintendence is inefficient. The cities and large towns of the Commonwealth have provided themselves with school superintendents. The small towns can provide themselves with these agents, under the provisions made in section 44, or under those made by the Act of 1888, chapter 431. The experiment has been tried by the formation of six districts, under the law of 1870, and in all cases it has proved eminently successful.

#### SCHOOL-HOUSES.

Towns not  
districted to  
maintain  
school-houses,  
etc. Penalty  
for neglect.  
G. S. 38, § 36.  
1871, 145.

SECT. 46. Every town not divided into school districts shall provide and maintain a sufficient number of school-houses, properly furnished and conveniently located for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town otherwise directs, shall keep such houses in good order, and shall procure a suitable place for the schools, where there is no school-house, and provide fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town. A town which for one year refuses or neglects to comply with the requirements of this section shall forfeit not less than five hundred nor more than one thousand dollars, to be paid, apportioned, and appropriated as provided in sections nineteen and twenty.

In accordance with the provision of section 46, it is the duty of the school committee of a town to keep the school-houses in a good condition for the convenience, comfort and health of the children and their teachers. This implies that the school-houses are provided with a good site and situation; that they are furnished with proper heating and ventilation; that they are constructed so that the rooms shall have an abundance of light falling properly on the eyes of the children, and that they shall be of proper size to accommodate all who may rightfully occupy them.

#### SANITARY CONDITION OF SCHOOL-HOUSES.

Chapter 149 of the Acts of 1888 provides:—

1. Every public building and every school-house shall be kept in a cleanly state and free from effluvia arising from any drain, privy or other nuisance, and shall be provided with a sufficient number of proper water-closets, earth closets, or privies for the reasonable use of the persons admitted to such public building or of the pupils attending such school-house.

2. Every public building and every school-house shall be ventilated in such a proper manner that the air shall not become so exhausted as to be injurious to the health of the persons present therein. The provisions of this section and the preceding section shall be enforced by the inspection department of the district police force.

3. Whenever it shall appear to an inspector of factories and public buildings that further or different sanitary provisions or means of ventilation are required in any public building or school-house in order to conform to the requirements of this act, and that the same can be provided without incurring unreasonable expense, such inspector may issue a written order to the proper person or authority directing such sanitary provisions or means of ventilation to be provided, and they shall thereupon be provided in accordance with such order by the public authority, corporation or person having charge of, owning or leasing such public building or school-house.

4. Any school committee, public officer, corporation or person neglecting for four weeks after the receipt of an order from an inspector, as provided in the preceding section, to provide the sanitary provisions or means of ventilation required thereby, shall be punished by fine not exceeding one hundred dollars.

5. The expression "public building" used in this act means any building or premises used as a place of public entertainment, instruction, resort or assemblage. The expression "school-house" means any building or premises in which public or private instruction is afforded to not less than ten pupils at one time.

#### LOCATION OF SCHOOL-HOUSES.

SECT. 47. A town, at a meeting legally called for the purpose, may determine the location of its school-houses, and adopt all necessary measures to purchase and procure land for the accommodation thereof.

Location of school-houses.  
G. S. 38, § 37.  
109 Mass. 206.  
127 Mass. 4.

#### TAKING LAND FOR SCHOOL-HOUSES.

SECT. 48. When land has been designated by a town, or by a school district or those acting under its authority, or has been determined upon by the selectmen of a town, as a suitable place for the erection of a school-house and necessary buildings, or for enlarging a school-house or school-house lot, the selectmen may proceed to select, at their discretion, and to lay out a school-house lot or an enlargement thereof, and to appraise the damages to the owner of such land in the manner provided for laying out town ways and appraising damages sustained thereby; and upon the approval and adoption by the town of such selection and laying out of such lot, or of any enlargement thereof, the land shall be taken, held, and used for such purpose. But no lot so taken or enlarged shall exceed in the whole eighty square rods, exclusive of the land occupied by the school buildings.

Land may be taken for school-house lots; damages, etc.  
1874, 341, § 1.  
2 Gray, 414.  
10 Gray, 40.  
4 Allen, 508.  
102 Mass. 512.



Owner of land may have jury. Proceedings. Damages and costs. G. S. 38, § 39. 2 Gray, 414. 109 Mass. 225.

SECT. 49. When the owner feels aggrieved by the laying out or enlargement of such lot, or by the award of damages, he may, upon application therefor in writing to the county commissioners within one year thereafter, have the matter of his complaint tried by a jury, and the jury may change the location of such lot or enlargement, and assess damages therefor. The proceedings shall in all respects be conducted in the manner provided in cases of damages by laying out highways. If the damages are increased or the location changed by the jury, the damages and all charges shall be paid by the town; otherwise the charges arising on such application shall be paid by the applicant. The land so taken shall be held and used for no other purpose than that contemplated by this chapter, and shall revert to the owner, his heirs or assigns, upon the discontinuance there, for one year, of such school as is required by law to be kept by the town.

#### USE OF SCHOOL-HOUSES.

Committee of town not restricted to have charge of school-houses. G. S. 38, § 40.

SECT. 50. The school committee of a town in which the school district system does not exist shall have the general charge and superintendence of the school-houses therein, so far as relates to the uses to which the same may be appropriated.

Provisions of chapter to apply to cities, except, etc. G. S. 38, § 41.

SECT. 51. Except as may be otherwise provided in their respective charters or in acts in amendment thereof, the provisions of this chapter, so far as applicable, shall apply to cities.

[Chapter 46.]

#### SCHOOL REGISTERS AND RETURNS.

Town clerks to deliver registers, etc., to school committee. G. S. 40, § 1.

SECTION 1. The clerks of the several cities and towns, upon receiving from the secretary of the board of education the school registers and blank forms of inquiry for school returns, shall deliver them to the school committee of such cities and towns.

If not received. G. S. 40, § 2.

SECT. 2. If a school committee fails to receive such blank forms of return on or before the last day of March, they shall forthwith notify the secretary of the board of education, who shall transmit such forms as soon as may be.

School committee to make a record of all children between ages of five and fifteen. 1874, 303, § 1.

SECT. 3. The school committee shall annually, in the month of May, ascertain or cause to be ascertained the names and ages of all persons between the ages of five and fifteen years belonging to their respective cities and towns on the first day of May, and shall make a record thereof.

Penalty for withholding information from committee, etc. 1879, 21.

SECT. 4. Whoever, having under his control a child between the ages of eight and fourteen years, withholds information in his possession sought by a school committee or its agents for the purposes of the preceding section, or falsifies in regard to the same, shall be punished by fine not exceeding twenty dollars, or by imprisonment not exceeding thirty days.



## FORM OF CERTIFICATE.

SECT. 5. The school committee shall annually, on or before the last day of the following April, certify under oath the numbers so ascertained and recorded, and the sum raised by their city or town for the support of schools during the preceding school year, including only wages and board of teachers, fuel for the schools, and care of the fires and school-rooms; and they shall transmit such certificate to the secretary of the board of education. The form of such certificate shall be as follows: to wit,—

School committee to certify number of children, also sum raised for support of schools.  
1874, 303, § 2.

We, the school committee of \_\_\_\_\_, do certify that on the first day of May, in the year \_\_\_\_\_, there were belonging to said town [or city] the number of \_\_\_\_\_ persons between the ages of five and fifteen; and we further certify that said town [or city] raised the sum of \_\_\_\_\_ dollars for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools, and care of fires and school-rooms, and that said town [or city] maintained, during said year, each of the schools required to be kept by section one of chapter forty-four of the Public Statutes for a period not less than six months; and we further certify that said town [or city] maintained during said year \_\_\_\_\_ school for the benefit of all the inhabitants of the town [or city], as required by section two of chapter forty-four of the Public Statutes for \_\_\_\_\_ months and \_\_\_\_\_ days.

Form of certificate.

} *School Committee.*

, ss.

On this \_\_\_\_\_ day of \_\_\_\_\_, personally appeared the above-named, school committee of \_\_\_\_\_, and made oath that the above certificate by them subscribed is true.

Before me,

*Justice of the Peace.*

No more important duty is laid upon the school committees than the one prescribed by the fifth section of this chapter. If properly discharged, two results will follow: First, the census will be likely to be full and accurate; and second, the committees who are charged with the duty of enforcing, through the aid of the truant officers, the laws relating to school attendance, will have in their own hands a complete knowledge of the persons and facts, necessary to the proper discharge of their duties.

## SCHOOL REGISTERS.

SECT. 6. The school committee shall cause the school registers to be faithfully kept in all the public schools, and shall annually, on or before the last day of April, return the blank forms of inquiry, duly filled up, to the secretary of the board of education; and shall also specify in said returns the purposes to which the money received by their town or city from the income of the school fund has been appropriated.

Registers and returns.  
G. S. 40, § 5.

SECT. 7. In such returns, twenty days or forty half-days of actual session shall be counted as one month.

In returns, twenty days or forty half-days counted as one month.  
1865, 142, § 3.

The enactment requiring registers to be kept in schools was made for the purpose of securing full and accurate statistics concerning the schools of the Commonwealth, so that suitable measures might be, from time to time, adopted by legislation and otherwise, to supply defects in, and increase the benefits derived from, our common schools.

“Neither the school committee nor the town have power to dispense with the proper keeping of a school register.”  
2 Allen, 592.

#### PRINTED SCHOOL REPORTS.

Committee's  
report; to  
whom sent;  
where depos-  
ited; to be  
printed.  
G. S. 40, § 6.  
11 Gray, 340.  
101 Mass. 142.

SECT. 8. The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed, for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports of the board of education, and transmit two copies thereof to the secretary of said board on or before the last day of April, and shall deposit one copy in the office of the clerk of the city or town.

When report  
is not made.  
G. S. 40, § 7.

SECT. 9. When a school committee fails to make within the prescribed time either the returns or the report required of them by law, the secretary of the board of education shall forthwith notify such committee, or the clerk of the city or town, of such failure; and the committee or clerk shall immediately cause the same to be transmitted to the secretary.

See chap. 43, sect. 5; chap. 46, sect. 11; chap. 46, sect. 14.

#### INCORRECT RETURNS.

When infor-  
mal, etc.  
G. S. 40, § 8.

SECT. 10. If a report or return is found to be informal or incorrect, the secretary shall forthwith return the same, with a statement of all deficiencies therein, to the committee for its further action.

#### PENALTY FOR FAILURE TO MAKE RETURNS.

Penalty for  
neglect, or for  
informal, etc.,  
report.  
G. S. 40, § 9.

SECT. 11. The returns or reports of a city or town so returned by the secretary for correction, or which have not reached his office within the time prescribed by law, shall be received by him if returned during the month of May; but in all such cases ten per cent. shall be deducted from the income of the school fund which such city or town would have been otherwise entitled to. If such returns or reports fail to reach his office before the first day of June, then the whole of such city or town's share of the income shall be retained by the treasurer of the commonwealth; and the amount so retained,

as well as the ten per cent. when deducted, shall be added to the principal of the school fund. And such city or town shall in addition thereto forfeit not less than one hundred nor more than two hundred dollars; but if said returns and reports were duly mailed in season to reach said office within the time required by law, then the city or town from which they were due shall be exempt from the forfeiture otherwise incurred.

#### DISTRIBUTION OF REPORTS OF BOARD OF EDUCATION.

SECT. 12. The clerk of each city and town shall deliver one copy of the reports of the board of education and of its secretary to the secretary of the school committee of the city or town, to be by him preserved for the use of the committee, and transmitted to his successor in office; and two additional copies of said reports, for the use of said committee; and shall deliver one copy of said reports to the clerk of each school district, to be by him deposited in the school district library, or, if there is no such library, carefully kept for the use of the prudential committee, teachers, and inhabitants of the district, during his continuance in office, and then transmitted to his successor; and in case the city or town is not districted, said reports shall be delivered to the school committee, and so deposited by them as to be accessible to the several teachers and to the citizens; and such reports shall be deemed to be the property of the city or town, and not of any officer, teacher, or citizen thereof.

Reports, etc., of board of education, how received, delivered, and for what purpose. To whom property belongs.  
G. S. 40, § 10.

Special attention is called to the provisions of the twelfth section.

#### WHO MAY SIGN RETURNS.

SECT. 13. When the school committee of a city or town is not less than thirteen in number, the chairman and secretary thereof may, in behalf of the committee, sign the annual school returns and the certificate required by sections five and six.

Who to sign reports.  
G. S. 40, § 11.

#### PENALTY FOR NEGLECT OF SCHOOL COMMITTEE.

SECT. 14. A city or town which has forfeited any part of its portion of the income of the school fund through the failure of the school committee to perform their duties in regard to the school report and school returns may withhold the compensation of the committee.

Penalty on committee for neglect in returns, etc.  
G. S. 40, § 12.

#### TEACHERS TO FAITHFULLY KEEP THE REGISTERS.

SECT. 15. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or to such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, is so returned.

Registers, how kept. Teachers not to draw pay until return of register.  
G. S. 40, § 13.  
2 Allen, 592.

Every good teacher will perform all the labor required by the fifteenth section, even though he has no pecuniary interest therein. It is feared that teachers often receive payment for their services, when the register has not been "properly filled up and returned." Committees will be justified in exacting a careful and faithful performance of the duty.

[Chapter 47.]

### ATTENDANCE OF CHILDREN.

#### CHILDREN BETWEEN EIGHT AND FOURTEEN YEARS MUST ATTEND SCHOOL.

Every person having control of children between eight and fourteen years old to cause same to attend school, under penalty, etc.  
G. S. 41, § 1.  
1873, 279, § 1.  
1874, 233, § 1.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years shall annually cause such child to attend for at least twenty weeks some public day school in the city or town in which he resides, which time shall be divided so far as the arrangement of school terms will allow into two terms each of ten consecutive weeks; and for every neglect of such duty the person offending shall forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if the person so neglecting was not able, by reason of poverty, to send such child to school, or if such child has attended for a like period of time a private day school approved by the school committee of such city or town or is regularly attending a public or private day school known as a half-time school, also approved by them, or if such child has been otherwise furnished for a like period of time with the means of education, or has already acquired the branches of learning taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalty shall not be incurred.

By the Act of 1642 the selectmen of every town were instructed to have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them to read the English tongue, and a knowledge of the capital laws.

Section 1 of this chapter is a reproduction of the Act of 1642. It is the policy of the Commonwealth to offer to every child the advantages of a good education. It is supposed that every parent or guardian will voluntarily accept the offer. The



nature of our institutions and the relation that every individual holds to them, render universal education a necessity. But if in any case the offer is not accepted, nor the necessity perceived, then the school authorities must take advantage of our compulsory law. Every child *must* be in school for at least twenty weeks of the year, from the time he is eight until he reaches the age of fourteen years. It is not to be assumed, however, that the legal rights of children are limited by the statutes in regard to the time of attendance. The school committees have authority vested in them of admitting pupils to the schools before they are eight and after they are fourteen years of age. But it is the imperative duty of the truant officers of a town, acting under instructions from the school committees, to secure the attendance of all children between the ages of eight and fourteen years upon some approved school for at least twenty weeks in every year.

#### WHEN PRIVATE SCHOOLS MAY BE APPROVED.

SECT. 2. For the purposes of the preceding section school committees shall approve a private school only when the teaching therein is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in the public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

What private schools may be approved under the preceding section.  
1873, 279, § 1.  
1878, 171.

If in any town there are children not in the public schools, it is the duty of the school committee to assure themselves that these children are receiving instruction of the right kind, and equal in value to that given in the public schools.

#### DUTY OF TRUANT OFFICERS AND COMMITTEES.

SECT. 3. The truant officers and the school committee of the several cities and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in section one, and ascertain the reasons, if any, therefor; and such truant officers, or any of them, shall, when so directed by the school committee, prosecute, in the name of the city or town, any person liable to the penalty provided for in said section. Police, district, and municipal courts, trial justices, and judges of the probate court, shall have jurisdiction within their respective counties of the offences described in section one.

Truant officers, etc., to inquire into cases of violation, prosecute, etc. Jurisdiction of courts and justices.  
1873, 279, § 2.  
1877, 210, § 5.  
1877, 211, § 6.



## WHERE CHILDREN MAY ATTEND SCHOOL.

Children to attend where they reside.  
G. S. 41, § 3.

SECT. 4. All children within the commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law.

## ADMISSION TO HIGH SCHOOL.

Admission to high school, how regulated.  
G. S. 41, § 4.

SECT. 5. The school committee shall determine the number and qualifications of the scholars to be admitted into the high school.

## WHEN CHILDREN MAY ATTEND IN ADJOINING TOWN.

Children may attend in adjoining town, and committee pay for instruction.  
G. S. 41, § 5.

SECT. 6. Children living remote from any public school in the town in which they reside may be allowed to attend the public schools in an adjoining town, under such regulations and on such terms as the school committees of the said towns agree upon and prescribe; and the school committee of the town in which such children reside shall pay the sum agreed upon out of the appropriations of money raised in said town for the support of schools.

The right of children living in one town to attend school in an adjoining one, is not a right that can be exercised freely, but is subject to the consent of the committee of the town to which the children belong, based upon an agreement between the committees of the two towns concerned. Nor can a town in its corporate capacity take action in the matter. A custom has prevailed to some extent, of allowing certain individuals named in the warrant, and in the vote of the town, to draw their proportion of school money, and pay the same to an adjoining town. This course is illegal.

See 8 Cush. 66, and 12 Pick. 206.

## MINOR MAY ATTEND WHERE GUARDIAN RESIDES.

Wards, where may attend.  
G. S. 41, § 6.

SECT. 7. Any minor under guardianship, whose father has died, may attend the public schools of the city or town of which his guardian is an inhabitant.

Children may attend in other towns than place of parents' residence, and parents pay, etc.  
G. S. 41, § 7.  
1876, 186, § 2.  
103 Mass. 104.

SECT. 8. Children may, with the consent of the school committee first obtained, attend school in cities and towns other than those in which their parents or guardians reside; but when a child resides in a city or town different from that of the residence of the parent or guardian for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period during which the child so attends.

Towns and cities are not authorized by law to open their schools to children whose parents or guardians reside in another

State; and if they do so, no promise, express or implied, of the parents or guardians, to pay for the tuition, can be enforced.

#### PUPILS MUST BE VACCINATED.

SECT. 9. The school committee shall not allow a child who has not been duly vaccinated to be admitted to or connected with the public schools.

Children to be vaccinated.  
G. S. 41, § 8.

#### CONTAGIOUS DISEASES.

Chapter 198 of the Acts of 1885 provides that the school committees shall not allow any pupil to attend the public schools while any member of the household to which such pupil belongs is sick of small-pox, diphtheria or scarlet-fever, or during a period of two weeks after the death, recovery or removal of such sick person; and any pupil coming from such household shall be required to present, to the teacher of the school the pupil desires to attend, a certificate, from the attending physician or board of health, of the facts necessary to entitle him to admission in accordance with the above regulation.

#### COLOR, ETC., NOT TO EXCLUDE.

SECT. 10. No person shall be excluded from a public school on account of the race, color, or religious opinions of the applicant or scholar.

Color, etc., not to exclude.  
G. S. 41, § 9.  
12 Allen, 127.

#### REASONS TO BE GIVEN FOR EXCLUSION.

SECT. 11. Every member of the school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application by the parent or guardian of such child, state in writing the grounds and reason of the exclusion.

Teachers, etc., to state grounds of exclusion.  
G. S. 41, § 10.

#### DAMAGES FOR UNLAWFUL EXCLUSION.

SECT. 12. A child unlawfully excluded from a public school may recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend, against the city or town by which such school is supported.

Damages for exclusion.  
G. S. 41, § 11.  
24 Pick. 224.  
8 Cush. 160.  
7 Gray, 245.  
12 Allen, 127.

SECT. 13. The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town as if he were a party to the suit.

Interrogatories to committee, etc.  
G. S. 41, § 12.

The reasons for which a child may be excluded absolutely from school, neither are nor can be expressed in the law. Committees are responsible for the exercise of a sound discretion.

“The school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school.” 8 Cush. 160.

The rule is this: The committees have power to protect the schools from the presence of any one whose influence would be injurious to the whole, and subversive of the purposes manifestly contemplated by their establishment.

A teacher may suspend a pupil, but he has no authority to expel. After suspension, the case should be referred at once to the school committee for their action.

[Chapter 48.]

#### THE EMPLOYMENT OF CHILDREN, AND REGULATIONS RESPECTING THEM.

The following law relative to the employment of children forms chapter 348 of the Acts of 1888:—

##### AN ACT

##### IN RELATION TO THE EMPLOYMENT OF CHILDREN.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

##### NO CHILD UNDER THIRTEEN TO BE EMPLOYED.

1. No child under thirteen years of age shall be employed at any time in any factory, workshop or mercantile establishment. No such child shall be employed in any indoor work, performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the city or town in which he resides are in session, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least twenty weeks as required by law.

##### WHEN CHILDREN UNDER FOURTEEN MAY BE EMPLOYED.

2. No child under fourteen years of age shall be employed in any manner before the hour of six o'clock in the morning or after the hour of seven o'clock in the evening. No such child shall be employed in any factory, workshop or mercantile establishment, except during the vacation of the public schools in the city or town where he resides, unless the person or corporation employing him procures and keeps on file a certificate and employment ticket for such child as prescribed by section four of this act, and no such child shall be employed in any indoor work, performed for

wages or other compensation, to whomsoever payable, during the hours when the public schools of such city or town are in session, unless as aforesaid, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least twenty weeks as required by law; and such employment shall not continue in any case beyond the time when such certificate expires. The chief of the district police, with the approval of the governor, shall have authority to designate any kind or kinds of employment in factories, workshops or mercantile establishments as injurious to the health of children under fourteen years of age employed therein, and after one week's written notice from the said chief to the employer or his superintendent, overseer or other agent of such designation no such child shall be employed in any such kind or kinds of employment in any factory, workshop or mercantile establishment.

#### WHEN CHILDREN UNDER SIXTEEN MAY BE EMPLOYED.

3. No child under sixteen years of age shall be employed in any factory, workshop or mercantile establishment unless the person or corporation employing him procures and keeps on file the certificate required in the case of such child by the following section, and also keeps on file a full and complete list of such children employed therein.

#### FORM OF CERTIFICATES.

4. The certificate of a child under fourteen years of age shall not be signed until he presents to the person authorized to sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. The certificate and the employment ticket shall be separately printed, and shall be in the following forms respectively, and the blanks therein shall be filled out and signed as indicated by the words in brackets:—

#### EMPLOYMENT TICKET, LAW OF 1888.

When [name of child], height [feet and inches], complexion [fair or dark], hair [color], presents a certificate duly signed, I intend to employ [him or her].

[Signature of intending employer or agent.]

[Town or city and state.]

#### AGE AND SCHOOLING CERTIFICATE, LAW OF 1888.

This certifies that I am the [father, mother or guardian] of [name of child], and that [he or she] was born at [name of town or city], in the county of [name of county, if known], and state [or country] of [name], on the [day and year of birth], and is now [number of years and months] old.

[Signature of father, mother or guardian.]

[Town or city and date.]

Then personally appeared before me the above named [name of person signing] and made oath that the foregoing certificate by [him or her] signed is true to the best of [his or her] knowledge and belief. I hereby approve the foregoing certificate of [name of child], height [feet and inches], complexion [fair or dark], hair [color], having no sufficient reason to doubt that [he or she] is of the age therein certified.

[Signature of person authorized to sign, with official character or authority.]

[Town or city and date.]



In case the age of the child is under fourteen, the certificate shall continue as follows, after the word "certified": — And I hereby certify that [he or she] can read at sight, and can write legibly, simple sentences in the English language, and that [he or she] has attended the [name] public [or private] day school according to law for [number of weeks, which must be at least twenty] weeks during the year next preceding this date, and that the last twenty weeks of such attendance began [date]. This certificate expires [date, one year later than above date]

[Signature of the person authorized to sign, with official character or authority.]

If attendance has been at a private school, also signature of a teacher of such school, followed by words, — certifying to school attendance.

[Town or city and date.]

In case a child cannot read and write as above stated, the following may be substituted for the clause beginning "and I hereby certify" through to and including the word "language": "and I hereby certify that [he or she] is a regular attendant at the [name] public evening school"; but in such case the certificate shall only continue in force for as long a time as attendance of such child at such evening school is endorsed weekly during the session of such evening school, not exceeding the length of the public school year minus twenty weeks in place of attendance at day school as now provided by law, with a statement from a teacher thereof certifying that his attendance continues regular. If attendance has been at a half-time school, forty weeks of such attendance must be certified to instead of twenty. The foregoing certificate must be filled out in duplicate, and one copy thereof shall be kept on file by the school committee. Any explanatory matter may be printed with such certificate in the discretion of the school committee or superintendent of schools.

#### WHO SHALL SIGN CERTIFICATES.

5. In cities and towns having a superintendent of schools, said certificate shall be signed only by such superintendent, or by some person authorized by him in writing; in other cities and towns it shall be signed by some member or members of the school committee authorized by vote thereof: *provided, however*, that no member of a school committee, or other person authorized as aforesaid, shall have authority to sign such certificate for any child then in, or about to enter, his own employment, or the employment of a firm of which he is a member, or of a corporation of which he is an officer or employee. The person signing the certificate shall have authority to administer the oath provided for therein, but no fee shall be charged therefor; such oath may also be administered by any justice of the peace.

#### WHO MAY SIGN CERTIFICATES OF AGE.

6. The certificate as to the birthplace and age of a child shall be signed by his father if living and a resident of the same city or town; if not, by his mother; or if his mother is not living, or if living is not a resident of the same city or town, by his guardian; if a child has no father, mother or guardian living in the same city or town, his own signature to the certificate may be accepted by the person authorized to approve the same.

#### PROVISIONS AS TO CORRECT AGE.

7. No child who has been continuously a resident of a city or town since reaching the age of thirteen years shall be entitled to receive a certificate that he has reached the age of fourteen unless or until he has attended school according to law in such city or town for at least twenty weeks since



reaching the age of thirteen, unless exempted by law from such attendance. Before signing the approval of the certificate of age of a child, the person authorized to sign the same shall refer to the last school census taken under the provisions of section three of chapter forty-six of the Public Statutes, and if the name of such child is found thereon, and there is a material difference between his age as given therein and as given by his parent or guardian in the certificate, allowing for lapse of time, or if such child plainly appears to be of materially less age than that so given, then such certificate shall not be signed until a copy of the certificate of birth or of baptism of such child, or a copy of the register of its birth with a town or city clerk, has been produced, or other satisfactory evidence furnished that such child is of the age stated in the certificate.

#### DUTIES OF TRUANT OFFICERS AND FACTORY INSPECTORS.

8. The truant officers may, when so authorized and required by vote of the school committee, visit the factories, workshops and mercantile establishments in their several cities and towns, and ascertain whether any children under the age of fourteen are employed therein contrary to the provisions of this act, and they shall report any cases of such illegal employment to the school committee and to the chief of the district police or the inspector of factories for the district. The inspectors of factories, and the truant officers when authorized as aforesaid, may demand the names of all children under sixteen years of age employed in such factories, workshops and mercantile establishments, and may require that the certificates and lists of such children provided for in this act shall be produced for their inspection. Such truant officers shall inquire into the employment, otherwise than in such factories, workshops and mercantile establishments, of children under the age of fourteen years, during the hours when the public-schools are in session, and may require that the aforesaid certificates of all children under sixteen shall be produced for their inspection; and any such officer, or any inspector of factories, may bring a prosecution against a person or corporation employing any such child, otherwise than as aforesaid, during the hours when the public schools are in session, contrary to the provisions of this act, if such employment still continues one week after written notice from such officer or inspector that such prosecution will be brought, or if more than one such written notice, whether relating to the same child or to any other child, has been given to such employer by a truant officer or inspector of factories at any time within one year.

#### DUTIES OF PARENTS, GUARDIANS AND EMPLOYERS.

9. Every parent or guardian of a child under fourteen years of age who permits any employment of such child contrary to the provisions of this act, and every owner, superintendent or overseer of any factory, workshop or mercantile establishment who employs or permits to be employed therein any child contrary to the provisions of this act, and any other person who employs any child contrary to the provisions of this act, shall for every such offence forfeit not less than twenty nor more than fifty dollars for the use of the public schools of the city or town. Every parent, guardian, or person authorized to sign the certificate prescribed by section four of this

act, who certifies to any materially false statement therein, shall be punished by fine not exceeding fifty dollars, or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. A failure to produce to a truant officer or inspector of factories the certificate required by the provisions of this act shall be *prima facie* evidence of the illegal employment of the child whose certificate is not produced.

10. The expressions "factory" and "workshop" used in this act shall have the meanings defined for them respectively by chapter one hundred and three of the acts of the year one thousand eight hundred and eighty-seven.

11. Within one month of the passage of this act the chief of the district police shall cause a printed copy thereof to be transmitted to the school committee of every city and town in the Commonwealth.

12. Sections one to six, inclusive, of chapter forty-eight of the Public Statutes, chapter two hundred and twenty-four of the acts of the year eighteen hundred and eighty-three, chapter two hundred and twenty-two of the acts of the year eighteen hundred and eighty-five, and section one of chapter four hundred and thirty-three of the acts of the year eighteen hundred and eighty-seven are hereby repealed.

13. This act shall take effect on the first day of July in the year one thousand eight hundred and eighty-eight. [*Approved May 17, 1888.*]

#### PENALTY FOR EMPLOYING CHILDREN UNDER FOURTEEN WHO CANNOT READ AND WRITE.

Children under fourteen years not to be employed while public schools are in session, unless they can read and write.  
Penalty.  
1878, 257, § 4.

SECT. 7. Every owner, superintendent, or overseer in any such establishment, who employs, or permits to be employed therein, a child under fourteen years of age who cannot read and write, while the public schools in the city or town where such child lives are in session, and every parent or guardian who permits such employment, shall for every such offence forfeit not less than twenty nor more than fifty dollars, for the use of the public schools of such city or town.

#### CHILDREN UNDER FIFTEEN NOT TO BE EMPLOYED IN CIRCUSES, ETC.

under fifteen years not to be employed in circuses, etc.  
Penalties.  
Proviso as to education of children in music, etc.  
1877, 172.

SECT. 8. Any person who employs or exhibits, or who sells, apprentices, or gives away for the purpose of employing or exhibiting, a child under fifteen years of age, in dancing, playing on musical instruments, singing, walking on a wire or rope, or riding or performing as a gymnast, contortionist, or acrobat, in any circus or theatrical exhibition, or in any public place whatsoever, or who causes, procures, or encourages any such child to engage therein, shall be punished by fine not exceeding two hundred dollars, or by imprisonment in the county jail not exceeding six months: *provided*, that nothing in this section shall be construed to prevent the education of children in vocal or instrumental music, or their employment as musicians in any church, chapel, or school, or school exhibition, or to prevent their taking part in any concert or musical

exhibition on the special written permission of the mayor and aldermen of a city or of the selectmen of a town.

#### LICENSES NOT TO BE GRANTED FOR SHOWS WHICH EMPLOY CHILDREN UNDER FIFTEEN.

SECT. 9. No license shall be granted for a theatrical exhibition or public show in which children under fifteen years of age are employed as acrobats, contortionists, or in any feats of gymnastics or equestrianism, or in which such children belonging to the public schools are employed, or allowed to take part as performers on the stage in any capacity, or where, in the opinion of the board authorized to grant licenses, such children are employed in such a manner as to corrupt their morals or impair their physical health; but nothing herein contained shall prevent the giving of special permission as provided by the preceding section.

License not to be granted for public show in which children under fifteen years are employed. 1874, 279. 1880, 88.

#### TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

SECT. 10. Each town shall make all needful provisions and arrangements concerning habitual truants and children between seven and fifteen years of age who may be found wandering about in the streets or public places therein, having no lawful occupation or business, not attending school, and growing up in ignorance; and shall make such by-laws as shall be most conducive to the welfare of such children, and to the good order of such town; and shall provide suitable places for the confinement, discipline, and instruction of such children: such by-laws may be approved by the judge of the probate court of the county, as well as in the manner provided for the approval of other by-laws by section twenty-one of chapter twenty-seven.

Towns may make provisions concerning habitual truants, etc. 1873, 262, § 1.

#### FORM OF BY-LAWS.

This form of by-laws has been approved by the Board of Education, and is given here simply as a suitable form to be adopted by the towns.

##### BY-LAWS.

ARTICLE 1. The town of ——— hereby avails itself of the several provisions of the statutes of this Commonwealth, now in force, relating to habitual truants and absentees from school, and in pursuance of authority conferred thereby, adopts the following by-laws.

ARTICLE 2. All children between the ages of seven and fifteen years, residing in said town, and who may be found wandering about in the streets or public places of said town, having no lawful occupation or business, not attending school, and growing up in ignorance, shall be committed to ——— for confinement, instruction and discipline.

ARTICLE 3. Two or more truant officers shall be appointed annually, whose duty it shall be to inquire into all the violations of the truant laws and of the law relating to compulsory education, and to do all the acts required of them by the laws of the Commonwealth.

ARTICLE 4. It shall be the duty of every truant officer, previous to making any complaint under these laws, to notify the truant, or absentee from school, also his parent or guardian, of the offence committed, and of the penalty therefor, and if the truant officer can obtain satisfactory pledges for the restraint and reformation of the child, he may at his discretion forbear to prosecute, so long as such pledges are faithfully kept.

ARTICLE 5. It shall be the duty of the school committee, the teachers of the public schools, and the citizens generally, to aid the truant officers as far as possible in the discharge of their duties.

ARTICLE 6. It shall be the duty of the truant officers to keep a full record of all their official acts, and make an annual report thereof to the school committee, who shall publish the same with their own report.

ARTICLE 7. Nothing in these by-laws shall be so construed as to alter or impair the obligation and duty of teachers to enforce punctuality and regularity of attendance, and to preserve good order and discipline.

#### SCHOOL COMMITTEE TO APPOINT TRUANT OFFICERS.

Truant officers to be appointed by school committees.  
1873, 262, § 2.  
1874, 233, § 2.

SECT. 11. The school committee of each town shall appoint and fix the compensation of two or more suitable persons, to be designated truant officers, who shall, under the direction of said committee, inquire into all cases arising under such by-laws, and shall alone be authorized, in case of violation thereof, to make complaint and carry into execution the judgment thereon; and who may serve all legal processes issued by the courts in pursuance of such by-laws or of sections ten to sixteen inclusive, but who shall not be entitled to receive any fees for such service.

#### TRUANTS MAY BE COMMITTED FOR TWO YEARS.

Minors convicted of being truants, etc., may be committed for two years to institution provided therefor.  
1873, 262, § 3.

SECT. 12. Any minor convicted under a by-law made under section ten of being an habitual truant, or of wandering about in the streets and public places of a city or town, having no lawful employment or business, not attending school, and growing up in ignorance, shall be committed to any institution of instruction or suitable situation provided for the purpose, under the authority of said section or by-law, for a term not exceeding two years.

#### JURISDICTION.

Jurisdiction.  
1873, 262, § 4.

SECT. 13. Police, district or municipal courts, trial justices, and judges of probate courts, shall have jurisdiction, within their respective counties, of the offences described in sections ten and twelve.

#### COUNTY TRUANT SCHOOLS.

County truant schools and union county truant schools, how established, etc.  
1873, 262, § 5.  
1881, 144.

SECT. 14. If three or more towns in any county so require, the county commissioners shall establish at the expense of the county, at convenient places therein, other than the jail or house of correction, truant schools for the confinement, discipline, and instruction of minor children convicted under the provisions of sections ten and twelve; and shall make suit-



able provisions for the government and control, and for the appointment of proper teachers and officers thereof; but if three or more cities or towns in each of two or three contiguous counties, [or in case of Norfolk, Bristol, Barnstable, and Plymouth counties, of four contiguous counties,] so require, the county commissioners of such counties shall, at the expense of the same, establish at a convenient place therein a union truant school, to be organized and controlled by the chairmen of the county commissioners of such counties, in the manner provided for the government and control of county truant schools by county commissioners; and any county so uniting with another county or counties in the support of a union truant school shall not be required to support a truant school of its own.

The clause in brackets is repealed. Chapter 155 of the Acts of 1884 provides:—

#### UNION TRUANT SCHOOLS.

1. Three or more cities or towns in each of two, three or four contiguous counties, may require the county commissioners of such counties to establish union truant schools as provided by section fourteen of chapter forty-eight of the Public Statutes.

2. So much of said section fourteen as relates to the case of Norfolk, Bristol, Barnstable and Plymouth counties is hereby repealed.

By section 10, chapter 48, each town is required to make all needful provisions concerning truants. This includes providing a suitable place for their confinement, instruction, etc. By section 14, chapter 48, if three or more towns of any county petition the county commissioners, they shall establish a truant school to which all the towns may send their truant children. Provision is also made for union truant schools to be established by two, three or four counties. It is all-important to the towns that the children who are inclined to truancy should be collected into well-organized schools and kept there the full time fixed by the statute, or until they have reformed.

#### WHAT PLACES OF CONFINEMENT TOWNS MAY ASSIGN.

SECT. 15. A town may assign any such truant school, or, with the assent of the state board of health, lunacy, and charity, the state primary school, as the place of confinement, discipline, and instruction of children so convicted; and shall pay for their support therein such sum, not exceeding two dollars a week for each child, as the county commissioners or the trustees of the state primary and reform schools respectively shall determine.

Towns may assign truant schools or state primary schools as places of confinement of truants, etc. 1873, 262, § 6. 1879, 291, § 11.



## HOW CHILDREN COMMITTED MAY BE DISCHARGED.

Children committed may be discharged.  
1873, 262, §§ 3, 7.

SECT. 16. Children so committed may, upon satisfactory proof of amendment, or for other sufficient cause, be discharged from the state primary school by said state board, and from other places of confinement by the judge or justice who committed them.

## REPORTS RELATIVE TO COMPLIANCE WITH TRUANT LAW.

School committees to report whether provisions have been made for truants, etc.  
1878, 234, § 2.

SECT. 17. The school committees of the several towns shall annually report to the secretary of the board of education whether their towns have made the provisions required by law relating to truants and absentees from school.

## PENALTY FOR EMPLOYING TRUANTS.

Chapter 71 of the Acts of 1885 provides that whoever, after notice from a truant officer to refrain from so doing, offers a reward for service to any child in consequence of which reward such child is induced unlawfully to absent himself from school, or whoever after notice as aforesaid in any manner entices or induces any child to truancy, or whoever knowingly employs or harbors any unlawful absentee from school, or truant, shall forfeit not less than twenty nor more than fifty dollars to the use of the public schools of the city or town in which said offence occurs, to be recovered by complaint.

## CARE AND EDUCATION OF NEGLECTED CHILDREN.

Towns to make provisions for care, etc., of neglected children under sixteen years.  
1866, 283, § 1.  
1867, 2, § 1.  
1878, 217, § 1.

SECT. 18. Each town may, and every town containing five thousand or more inhabitants shall, make all needful provisions and arrangements concerning children under sixteen years of age, who, by reason of the neglect, crime, drunkenness, or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and to the good order of the city or town.

## WHO SHALL MAKE COMPLAINTS.

Towns to appoint persons to make complaints.  
1866, 283, § 2.  
1878, 217, § 2.

SECT. 19. The selectmen of towns containing five thousand or more inhabitants, and of other towns availing themselves of the provisions of sections eighteen to twenty-one, inclusive, shall appoint suitable persons to make complaints of violations of by-laws adopted under the preceding section; and the persons so appointed, and the officers and duly appointed agents of the Massachusetts Society for the Prevention of Cruelty to Children, shall alone be authorized to make such complaints; and the persons so appointed shall alone be authorized to make complaints under the following section.

Chapter 245 of the Acts of 1883 amends the above section by inserting in the eighth line thereof, after the word “complaints,” the words “and carry into execution the judgments thereon.”

CHILDREN GROWING UP WITHOUT EDUCATION MAY BE  
COMMITTED.

SECT. 20. A judge of the superior court, or of a police, district, or municipal court, or a trial justice, upon proof that any child under sixteen years of age, by reason of orphanage, or of the neglect, crime, drunkenness, or other vice of parents, is so growing up, may order such child to such institution of instruction, or other place assigned for the purpose, as may be provided under section eighteen, by the town in which such child resides, to be there kept, educated, and cared for, for a term not extending beyond the age of twenty-one years for boys, or eighteen years for girls.

Children under sixteen years growing up without education, etc., may be committed to institutions, etc.  
1866, 283, § 3.

WHEN SUCH CHILDREN MAY BE DISCHARGED.

SECT. 21. When the parents of a child committed under the preceding section have reformed and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over such child, and to provide him with proper education and employment, or when, said parents being dead, any person offers to make such suitable provision for the care, nurture, and education of such child as will conduce to the public welfare, and will give security for the performance of the same satisfactory to the directors, trustees, overseers, or other board having charge of the institution to which such child is committed, they may discharge him to the parents or to such other person.

Children under sixteen years of age growing up without education, etc., may be discharged when parents or others can or will properly take care of them.  
1866, 283, § 4.

CARE AND PROTECTION OF DESTITUTE, ABANDONED, AND  
ABUSED CHILDREN.

SECT. 22. The judge of the probate court of any county, when it appears that a minor under fourteen years of age resident therein is without a guardian, and is entirely abandoned, or treated with gross and habitual cruelty, by the parent or other person having the care or custody of him, or is illegally deprived of liberty, may appoint as his guardian the Massachusetts Society for the Prevention of Cruelty to Children for such period as seems fit to the judge; and said society shall thereupon become entitled to the custody of such child to the exclusion of any other person, but shall not be entitled to his property. Such judge may at any time, for good cause, revoke such appointment.

Massachusetts Society for Prevention of Cruelty to Children may be appointed guardian of abandoned or neglected children.  
1879, 179, § 1.

SECT. 23. The parents, surviving parent, or guardian of a child under fourteen years of age, if unable to support him, may by an agreement in writing, signed, and fixing the terms

may receive charge of children under fourteen

years from  
parents, etc.  
1879, 179, § 2.

of the custody, place him in the charge of said society, which shall thereupon have custody of him as provided in the preceding section.

Massachusetts  
Society for  
Prevention of  
Cruelty to Chil-  
dren may be  
given custody  
of deserted  
children un-  
der five years  
on complaint  
to court, etc.  
1879, 179, § 3.

SECT. 24. Upon the complaint of said society that a child under five years of age has been abandoned and deserted in a street or public place, or in a vacant building, a judge of any court, within his jurisdiction, may give the custody of such child for a period not exceeding thirty days to said society; which shall thereupon give notice thereof, under the direction of said judge, by advertisement in some newspaper published in the county where such child is found; and such child, if claimed by its parents, parent, or guardian, may be returned to them by said judge.

Said society  
not obliged to  
receive any  
child.  
1879, 179, § 4.

SECT. 25. Nothing in the three preceding sections shall be construed to oblige said society to receive the custody of any child.

Hampden  
County Chil-  
dren's Aid  
Association  
may have like  
privileges,  
etc.  
1880, 231.

SECT. 26. In Hampden county the provisions of the four preceding sections shall in all respects be applicable to the Hampden County Children's Aid Association in like manner as to the Massachusetts Society for the Prevention of Cruelty to Children.

Five preced-  
ing sections  
not to limit  
powers of  
state board of  
health, etc.  
1880, 231.

SECT. 27. Nothing contained in the five preceding sections shall be deemed to limit the powers of the state board of health, lunacy, and charity.

#### PENALTY FOR DISTURBING SCHOOLS.

“Whoever wilfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment in the jail not exceeding thirty days, or by fine not exceeding fifty dollars.” Pub. Stat., sect. 23, chap. 207.

This statute includes meetings assembled for the discussion of the subject of temperance; and also, it seems, political gatherings, meetings for amusement and all public meetings held for lawful purposes. 1 Gray, 476.

#### NO LIQUOR TO BE SOLD WITHIN FOUR HUNDRED FEET OF SCHOOL BUILDING.

“No license of the first, second or third class, under the provisions of chapter one hundred of the Public Statutes, shall be granted for the sale of intoxicating liquors in any building or place on the same street within four hundred feet of any building occupied in whole or in part by a public school.” Chap. 220, Acts of 1882.

## MALICIOUS INJURY TO BUILDINGS.

[Pub. Stats., chap. 203.]

SECT. 78. Whoever wilfully and maliciously or wantonly and without cause destroys, defaces, mars, or injures a school-house, church, or other building erected or used for purposes of education or religious instruction, or for the general diffusion of knowledge, or an outbuilding, fence, well, or appurtenance of such school-house, church or other building, or furniture, apparatus or other property belonging to or connected with such school-house, church, or other building, shall be punished by fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year.

## INJURY TO LIBRARIES.

SECT. 79. Whoever wilfully and maliciously or wantonly and without cause writes upon, injures, defaces, tears or destroys a book, plate, picture, engraving or statue belonging to a law, town, city or other public library, shall be punished by fine of not less than five nor more than fifty dollars, or by imprisonment in the jail not exceeding six months.

## DOG TAX FOR SUPPORT OF SCHOOLS.

[Pub. Stats., chap. 102, sect. 107.]

Moneys received by a county treasurer under the provisions of the preceding sections relating to dogs, and not paid out for damages shall in the month of January be paid back to the treasurers of the cities and towns in proportion to the amounts received from such cities and towns; and the money so refunded shall be expended for the support of public libraries or schools. In Suffolk County moneys so received by the treasurer of a city or town, and not so paid out, shall be expended by the school committee for the support of public schools.

## NORMAL SCHOOLS.

The several normal schools were established by the following legislative resolves:—

[Chap. 70, Resolves of 1838.]

WHEREAS, by a letter from the Honorable Horace Mann, secretary of the board of education, addressed, on the twelfth of March current, to the president of the senate and speaker of the house of representatives, it appears that private munificence\* has placed at his disposal the sum of ten thousand dollars to promote the cause of popular education in Massachusetts, on condition that the Commonwealth will contribute, from unappropriated funds, the same amount in aid of the same cause, the two sums to be drawn upon equally, from time to time, as needed, and to be disbursed under the direction of the board of education in qualifying teachers for the common schools; therefore,

\* Of Hon. Edmund Dwight.



*Resolved*, That his excellency the governor is hereby authorized, by and with the advice and consent of the council, to draw his warrant upon the treasurer of the Commonwealth, in favor of the board of education, for the sum of ten thousand dollars, in such instalments and at such times as said board may request: *provided*, that said board, in their request, shall certify that the secretary of said board has placed at their disposal an equal amount to that for which such application may be made by them; both sums to be expended, under the direction of said board, in qualifying teachers for the common schools in Massachusetts.

*Resolved*, That the board of education shall render an annual account of the manner in which said moneys have been by them expended.

#### SALEM NORMAL SCHOOL.

[Chap. 49, Resolves of 1853.]

*Resolved*, That the board of education be, and they are hereby authorized to establish a state normal school at some suitable place in the county of Essex, and that the sum of six thousand dollars be, and the same is hereby appropriated, from the proceeds of the public lands or the school fund, according to the provisions of the act of the year one thousand eight hundred and forty-six, chapter two hundred and nineteen, to defray the expense of providing a site, of erecting or purchasing a suitable building, and furnishing the necessary appurtenances and apparatus for said school; and that the same be expended for that purpose under the direction of the board of education, upon whose requisition the governor is hereby authorized to draw his warrants upon the treasury to the amount aforesaid.

*Resolved*, That the board of education be, and they are hereby authorized to purchase and receive grants of land, in the name of the Commonwealth, and in suitable quantity, for the site of said building and the accommodation of said school; and that, before selecting said site, they be directed to receive propositions from towns or individuals in said county of Essex, in aid of the object of these resolves, and afterwards to make such selection as will in their opinion best subserve the interests and accommodate the wants of said school.

#### WORCESTER NORMAL SCHOOL.

[Chap. 79, Resolves of 1871.]

*Resolved*, That the board of education are hereby authorized and required to establish a state normal school in the city of Worcester, and that the sum of sixty thousand dollars is hereby appropriated to defray the expenses of erecting a suitable building and furnishing the necessary appurtenances and apparatus for said school, and that the same be expended under the direction of the board of education, upon whose requisition the governor is hereby authorized to draw his warrant for the amount aforesaid to be paid from the school fund: *provided*, that the deficit of income of the school fund occasioned by such payment, shall be deducted from the moiety of the income of said fund applicable to educational purposes, in such manner as not to affect the amount to be apportioned and distributed for the support of public schools.



*Resolved*, That the trustees of the Worcester Lunatic Hospital are hereby authorized and required to convey to the board of education and its successors, in trust for the Commonwealth, a tract of land situated in said city of Worcester, of not more than five acres, to be located by the governor and council, east of a line drawn one hundred and seventy feet east of the easterly line of Mulberry Street, and north of a line drawn five hundred feet south of the southerly line of Prospect Street when extended east as proposed; and west of the westerly line of Wilmot Street when extended southerly as proposed; the conveyance of said land to include a right of way thereto from East Central Street, the location whereof shall be determined and fixed by the governor and council, if in their opinion said right of way is necessary and desirable.

*Resolved*, That the city of Worcester is hereby authorized to lay out and extend Prospect Street, from its present easterly terminus to its intersection with the proposed line of the prolongation of Wilmot Street; also to extend Wilmot Street southerly to the proposed intersection with the extension of Prospect Street, and from that point southerly to East Central Street.

*Resolved*, That the value of said land shall be determined and fixed by the governor and council, and the amount shall be credited by the treasurer of the Commonwealth to the fund created by the provisions of section four, chapter two hundred and thirty-eight of the acts of the year eighteen hundred and seventy.

*Resolved*, That the city council of the city of Worcester may raise by taxation or otherwise, the sum of fifteen thousand dollars, and may pay the same to the board of education for the purposes named in these resolves: *provided*, that these resolves shall not take effect until the city of Worcester or the inhabitants thereof shall have paid to the board of education the sum of fifteen thousand dollars to aid in the erection and furnishing of the building for said school.

#### NORMAL ART SCHOOL.

[Chaps. 47 and 61, Resolves of 1873.]

*Resolved*, That there be allowed and paid out of the treasury, the sum of seventy-five hundred dollars for the expenses of a state normal art school, the same to be expended under the direction of the board of education.

*Resolved*, That the sergeant-at-arms with the consent and approval of the commissioners on the state house be authorized to assign the rooms on the third floor of the house number thirty-three Pemberton Square to the board of education for the use of the state normal art school.

In accordance with the foregoing resolves, normal schools were established as follows:—

The first at Lexington, which was opened July, 1839; transferred to West Newton, September, 1844; and to Framingham in 1853. It receives as pupils only females.

The second was opened at Barre, September, 1839; was

suspended in 1841; and recommenced at Westfield, September, 1844, and receives both sexes.

The third was opened at Bridgewater, September, 1840, and admits pupils of both sexes.

The fourth was established at Salem, and opened September, 1854, and is for females only.

The school at Worcester was opened September, 1874. It admits pupils of both sexes.

The Normal Art School was opened October, 1873.

#### THE DESIGN OF THE SCHOOLS AND COURSES OF STUDY.

The Board of Education, by a vote passed May 6, 1880, stated the design of the schools and the course of studies for the State normal schools as follows:—

“The *design* of the normal schools is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“To this end, there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and, *third*, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

#### “ STUDIES.

“*Two Years' Course*.—Arithmetic, algebra, geometry, book-keeping.

“Physics, astronomy, chemistry.

“Physiology, botany, zoölogy, mineralogy, geology, geography.

“Language, reading, orthography, etymology, grammar, rhetoric, literature, composition.

“Penmanship, drawing, vocal music, gymnastics, military drill.

“Psychology, science and art of education, school organization, history of education.

“Civil polity of Massachusetts and of the United States, history, school laws of Massachusetts.

“*Four Years’ Course.* — In addition to the studies named above, the four years’ course includes advanced algebra and geometry, trigonometry and surveying.

“Advanced chemistry, physics and botany.

“Drawing, English literature, general history.

“Latin and French required; German and Greek, as the principal and visitors of the school shall decide.

“The above is an enumeration of the studies. The order of the studies in the course is determined by the principal of each school, with the approval of the visitors of that school.”

### NORMAL ART SCHOOL.

Candidates for admission to the Normal Art School must be above sixteen years of age.

An examination in freehand drawing of ornament from copy, and object drawing from the solid, will be held at the beginning of each term, of all candidates for admission to class A. To students residing within the State, intending to teach drawing in the public schools, tuition is free; but five dollars per term will be charged for incidentals. Tuition fee, to students from without the State, fifty dollars per term. Students requiring instruction in special studies may enter any class without passing through class A, by payment of a fee of twenty-five dollars per term if residents of Massachusetts, and fifty dollars per term if from other States. All fees are payable in advance to the curator at the commencement of each term, and must be so paid. There is no examination for admission for the special students, but permission for entering must be obtained from the principal. The work of class A is devoted to elementary drawing; of class B, to form, color and industrial design; of class D, to the constructive arts; and of class C, to sculpture and design in the round.

### STATE SCHOLARSHIPS IN THE WORCESTER POLYTECHNIC INSTITUTE.

By the terms of certain grants made by the State to the Worcester Polytechnic Institute, that institution is required to maintain twenty free scholarships, the pupils to be selected by the Board of Education from the different counties in this Commonwealth, except that none shall be taken from Worcester

County. Blank applications for these scholarships may be obtained of the principal of the school or of the secretary of the State Board of Education.

#### STATE SCHOLARSHIPS IN THE INSTITUTE OF TECHNOLOGY.

In consideration of receiving aid from the Commonwealth, it is provided by chapter 103 of the Resolves of the Legislature of 1887 that the Massachusetts Institute of Technology “shall establish and maintain twenty free scholarships, and each senatorial district in this Commonwealth shall, once in eight years, in such alternate order as the Board of Education shall at the time of the first apportionment determine by lot, be entitled to one scholarship for a period of four years, to be awarded to such candidates as shall be found upon examination to possess the qualifications fixed for the admission of students to said institute, and who shall be selected by the Board of Education; preference in the award being given to qualified candidates otherwise unable to bear the expense of tuition. In case no candidate appears from a senatorial district, then a candidate may be selected from the State at large to fill such vacancy, who may continue to hold the scholarship annually, until a candidate is presented from the senatorial district unrepresented, who shall then be awarded the scholarship for the balance of the time for which said district would originally have been entitled to its benefit. In case a vacancy occurs in any senatorial district after an appointment has been made, then a candidate from the same district shall be selected for the balance of the time for which said district is entitled to its benefit, or in the event of no such candidate appearing, from the State at large, upon the conditions previously set forth.”

The Board of Education has established the following regulations in regard to the scholarships provided for above:—

1. *Group 1.*—Ten scholarships are now established, to be filled at the beginning of the school year 1888–89, and these have been assigned by lot to the following senatorial districts:—

2d Middlesex,

1st Bristol,

2d Norfolk,

2d Worcester,

2d Essex,

8th Suffolk,

2d Suffolk.

2d Plymouth,

4th Essex,

5th Essex,



This allows to one student from each of the above-named senatorial districts free tuition during the school years 1888-89, 1889-90, 1890-91, 1891-92, and again, after an interval of four years, during the school years 1896-97, 1897-98, 1898-99, 1899-1900.

*Group 2.* — Ten additional scholarships are established, to be filled at the beginning of the school year 1889-90, and these have been assigned by lot to the following senatorial districts : —

Berkshire and Hampshire,	1st Plymouth,	Cape;
3d Essex,	1st Worcester,	7th Suffolk,
3d Suffolk,	1st Essex,	6th Middlesex,
	6th Essex.	

This allows to one student from each of the above senatorial districts free tuition during the school years 1889-90, 1890-91, 1891-92, 1892-93, and, after an interval of four years, during the school years 1897-98, 1898-99, 1899-1900, 1900-1901.

*Group 3.* — The scholarships to be filled at the beginning of the school year 1892-93 are assigned by lot to the following senatorial districts : —

1st Middlesex,	9th Suffolk,	1st Hampden,
5th Middlesex,	1st Suffolk,	Franklin,
3d Bristol,	4th Middlesex,	1st Norfolk,
	3d Worcester.	

This allows to one student from each of the above senatorial districts free tuition during the school years 1892-93, 1893-94, 1894-95, 1895-96, and, after an interval of four years, during the school years 1900-1901, 1901-2, 1902-3, 1903-4.

*Group 4.* — The scholarships to be filled at the beginning of the school year 1893-94 are assigned by lot to the following senatorial districts : —

3d Middlesex,	5th Suffolk,	2d Hampden,
7th Middlesex,	4th Suffolk,	4th Worcester,
2d Bristol,	6th Suffolk,	Berkshire,
	Worcester and Hampshire.	

This allows to one student from each of the above senatorial districts free tuition during the school years 1893-94, 1894-95, 1895-96, 1896-97, and, after an interval of four years, during the school years 1901-2, 1902-3, 1903-4, 1904-5.

Each senatorial district shall be entitled thereafter to one scholarship (for four years) once in eight years, in the same order above named.



2. In case of a vacancy occurring in the scholarship assigned to any senatorial district without any properly qualified applicant appearing from that district, the vacancy shall be filled without regard to locality, from the list of applicants registered in the office of the secretary of the State Board of Education.

3. Preference shall be given to qualified candidates otherwise unable to bear the expense of tuition, but preference shall be given, all other things being equal, to students actually in the Institute from the appropriate senatorial districts.

4. A high standard of personal scholarship shall be insisted upon, as a condition of receiving and retaining the benefits of the State scholarships.

5. No assignment of a State scholarship to any individual student shall hold for more than one year, without his re-appointment. A decided preference will be given to the student who has previously held the appointment; but this preference will not be sufficient to secure the re-appointment of any student who has not maintained a thoroughly respectable standing in his studies, and whose character and deportment are not, in all respects, unexceptionable.

6. Applicants for original appointment to State scholarships must enclose in their applications a certificate of admission to the Institute of Technology, free from "conditions."

7. Persons desiring information concerning the course of study at the Institute of Technology, times of examination and requirements of admission, should address the secretary of the Institute of Technology, Boston.

8. Persons desiring information regarding vacancies in the State scholarships established under these regulations, and regarding the terms and conditions upon which such vacancies are to be filled, should address the secretary of the State Board of Education, Boston, who will also furnish blank forms for application.

#### TEACHERS' INSTITUTES.

Institutes were held during the year, in towns, with attendance and instruction, as follows:—

WHERE HELD.	Date.	Number of Towns Represented.	Number of Members.	Number of Exercises.	Conducted by
Ashburnham, . . .	June 9,	4	40	6	J. W. Dickinson.
Spencer, . . .	" 15,	10	101	7	G. A. Walton.
Dartmouth, . . .	Sept. 24,	1	22	5	G. H. Martin.
Westport, . . .	Oct. 16,	1	25	4	G. H. Martin.
Orleans, . . .	" 17,	6	49	8	Mr. Walton.
Sandwich, . . .	" 19,	6	73	9	Mr. Walton.
Northbridge, . . .	" 31,	9	128	7	A. W. Edson.
Oxford, . . .	Nov. 1,	5	60	7	A. W. Edson.
Southbridge, . . .	" 2,	3	60	7	A. W. Edson.
Monterey, . . .	" 2,	4	50	7	G. T. Fletcher.
Mansfield, . . .	" 8,	7	75	6	Mr. Martin.
Warren, . . .	" 13,	5	60	7	Mr. Edson.
Cohasset, . . .	" 13,	6	80	8	Mr. Martin.
Hopkinton, . . .	" 14,	5	105	10	Mr. Walton.
Barre, . . .	" 15,	7	60	9	Mr. Edson.
Medway, . . .	" 16,	7	70	7	Mr. Martin.
Arlington, . . .	" 21,	8	80	8	Mr. Walton.
Beverly, . . .	" 23,	7	144	9	Mr. Walton.
Dalton, . . .	Dec. 7,	10	100	8	Mr. Fletcher.
		111	1,382		

Nearly all the day exercises have been preceded or followed by an evening lecture treating upon some educational theme of interest to the general public; as "School Supervision," "The Common Schools, how can they be improved?" "The School and the State," "The Public and the Schools," "Genius and Circumstances." These lectures have been given by the Secretary and Agents of the Board, by Principal J. C. Greenough of the Westfield Normal School, by President H. F. Fuller of the Worcester Polytechnic Institute, by Rev. A. E. Winship, editor "New England Journal of Education," and by Rev. A. D. Mayo.

The exercises of the institutes were lessons to illustrate the principles and methods of teaching, and the practical application of the methods in teaching the various branches of learning required to be taught in the public schools.

The teachers employed to present these topics were:—

Mr. Dickinson, Principles and Methods of Teaching; Mr. Walton, Reading, Penmanship, Arithmetic; Mr. Martin, Geography, History, Civil Polity; Mr. Edson, Reading, Language, School Organization; Mr. Fletcher, Grammar, Arithmetic; Mr. Bailey, Industrial Drawing; Mr. Aldrich,

Geography, Arithmetic, Reading and Language; Mr. Murdock, Physiology and Hygiene; Miss Isabella S. Horne, Advanced Reading; Mr. Greenough, Principles of Teaching, Arithmetic; Miss Carver, Geography, Language; Mr. Nash, Reading; Mr. Danforth, Penmanship; Mr. Davis, Reading, Language; Miss L. E. Fay, Drawing; Miss Crowe, Reading.

At several institutes, a section consisting of teachers of high schools was instructed in methods of teaching Rhetoric, English Literature, Advanced Composition, History and Chemistry, as sciences.

The institutes were held for one day, with an evening lecture. This brief time has the advantage of occasioning but slight interruption to the schools whose teachers attend, and precludes the possibility of over-taxing the hospitalities of the people, who usually furnish entertainment for the members.

The plan of the institute work contemplates giving a general outline of topics for the several branches taught in the schools, and showing by a few practical examples a rational method of teaching the topics. It is left for the teachers to work out the details of the method in their daily work in the school-room.

The institutes have been cordially welcomed to the towns where held. The exercises have enlisted the sympathies of the people, and had the hearty approval of the teachers. In nearly every instance the people have gratuitously and with bountiful generosity provided refreshments for the members; in the exceptional instances circumstances made it inconvenient for the towns at the time to make this provision, and in these cases the members easily supplied their own wants. Judged from the stand-point of those having charge of the institutes, they tend to promote a healthy school spirit in the several localities where held, and aid to a marked degree in improving the methods of instruction in the public schools.

#### NORMAL SCHOOLS.

The normal schools of the Commonwealth have enjoyed a prosperous year. While the numbers in attendance have been about the same as in previous years, the standard of scholarship required for admission to the entering classes has been materially raised. This enables the schools to direct their attention more fully to professional training.

In former years much academic work was done, that the

normal pupil might understand for himself the subjects he would in the future be required to teach. To accomplish this end, so much time of the course in the normal school was consumed that little opportunity could be offered for the study of the principles of teaching, or of plans of school organization, or of the history of education.

The normal course of studies, as now extended, includes the natural sciences and modern languages. A four years' course of study has been established, that teachers may be prepared for the secondary schools.

The schools are well provided with the means of teaching. Their cabinets are supplied with typical specimens in the different departments in natural history. These, in some of the schools, are arranged for progressive study with reference to the laws of scientific classification.

The possession of an adequate supply of the means of teaching enables the normal schools to present right occasions for a knowledge of the facts of science, and to present them in the order that will be followed by the learner when he passes to scientific study. Such a relation between elementary and scientific knowledge is not generally observed in the schools of the State. The normal schools will introduce a reform in both primary and secondary instruction, if they prepare primary teachers to teach facts with reference to scientific study, and secondary teachers to base their scientific instruction on the knowledge thus communicated.

The normal schools should be provided with training classes, that adequate opportunity may be afforded for obtaining an experience in applying the principles of teaching under competent supervision. The training school, as an adjunct of the normal school, seems to be a necessity, for two reasons: —

1. To direct instruction in the philosophy of teaching.
2. To furnish right occasions for the application of principles in organizing schools and in controlling and teaching the children as they present themselves for instruction.

Theory and practice of teaching should go well together. In the study of the mind for the laws that control it, in the acquisition of knowledge, and in acquiring facility for exerting its power, the learner must be able to refer to his own experiences, or he will be unable to comprehend his subject. So the

young teacher must grope for his skill, if he is put to practising his art without having constantly in mind the principles upon which it is founded.

The normal schools are an important part of our system of public schools. A high standard of public instruction can be maintained only by the employment of trained teachers and trained school superintendents. The State is interested in supporting normal institutions because it is interested in supporting public schools.

A normal course of instruction seems to produce the following results : —

- 1. It communicates an accurate knowledge of the topics to be taught in the public schools.
- 2. It presents a natural method of teaching.
- 3. It enables the normal student to learn the best motives to employ in controlling the children in the performance of their intellectual and moral duties.
- 4. It creates enthusiasm, by making the teacher conscious of the great importance of his work and of his preparation to do it in an intelligent manner.

About one-third of the teachers of the public schools of the Commonwealth have had a professional training. Upon their work, aided by skilled supervision, the State must depend for progress in popular education.

The following are the statistics of the normal schools for the year : —

Statistics.

[Year began in September, 1887; closed in June, 1888.]

	FOR THE YEAR.	
	Number of Students.	Number of Graduates.
Bridgewater, . . . . .	251	68
Framingham, . . . . .	155	34
Salem, . . . . .	274	61
Westfield, . . . . .	153	26
Worcester, . . . . .	198	30
Total, . . . . .	1,031	219
Normal Art School, . . . . .	178	—
Number receiving certificates, . . . . .	—	77
Number receiving diplomas, . . . . .	—	16



Fifty years have passed away since Massachusetts established at Lexington her first normal school. This school is now located at Framingham, and is supposed to be the oldest institution of its kind in America. The schools at Westfield and Bridgewater were established soon after, and each will this year celebrate its fiftieth anniversary. The historian at these half-century gatherings will be able to say that the normal schools of the Commonwealth, during the years of their existence, have reformed the methods of teaching in the public schools of the Commonwealth, have turned the attention of the whole people to the necessity and value of these institutions, and have created a school spirit which will be the means of preserving our system of popular education against all forms of opposition. The State is helping itself to good public schools in the most, if not in the only, effectual way, by furnishing the teachers the opportunity of obtaining a thorough professional training.

#### STATE AGENTS.

The Board of Education now employs five agents, for the purpose of obtaining information concerning the condition of the public schools, and for aiding the school boards and teachers in the performance of their important duties. Four of the agents are engaged in a general supervision of the schools. One limits his work to the introduction and direction of industrial drawing.

At the commencement of the school year the State was divided into four districts, and a general agent assigned to each of them.

To Mr. George A. Walton was assigned the small towns in the counties of Middlesex, Essex and Barnstable.

To Mr. George H. Martin, the towns in the counties of Bristol, Plymouth, Norfolk, Dukes and Nantucket.

To Mr. A. W. Edson, the towns in the counties of Worcester and Hampden.

To Mr. G. T. Fletcher, the towns in the counties of Hampshire, Franklin and Berkshire.

The four agents have been at work during the year in accordance with this arrangement, inspecting the schools and conducting teachers' institutes, the special agent taking the

whole State as his field of labor. The work of the agents has been confined for the most part to the schools of the smaller towns that do not employ special superintendents. They have uniformly received a cordial reception from the school authorities, and have in turn rendered valuable service by their examinations and suggestions. The plan of their supervision is comprehensive and thorough, including a careful observation of the condition of school buildings, of the organization of the schools, of their means and methods of teaching, and of the attendance of the children. At the close of the observations of the schools of a town, the teachers have been invited to a conference, at which the agents, school committees and teachers have been accustomed to hold a familiar discussion on the facts which the agents observed during the time of their inspection. These conferences have afforded most excellent opportunities for commending whatever had been found to be excellent, and for making suggestions concerning whatever had been found capable of improvement. The interest of the people in their public schools seems to be everywhere increasing. This is shown in the amount of money voluntarily raised for their support; in their efforts to provide well-educated teachers; in their watchful care over the attendance of the children, and in the reception given to the agents by the committees, teachers and the people. The agent employed for the introduction of industrial drawing into all grades of the public schools reports most gratifying progress in his department of school work.

A new interest seems to be developing in this branch of learning, and the teachers are everywhere turning their attention to a better preparation on their part to present it in a proper manner to their pupils.

Attention is invited to the reports of the agents, to be found in the Appendix. From these reports information may be obtained concerning their work during the year. While much encouragement may be derived from this information, it will plainly appear that our country schools in many towns are imperfect in their organization and management, and that the educational advantages they offer to the children of the Commonwealth are not in all cases of that high character which our civilization would seem to require.

Mr. J. T. Prince has leave of absence for one year, and is now in Germany visiting schools and studying the general subject of popular education in that country. He is expecting to return in August next, to enter again upon his duties as agent of the Board.

### FREE TEXT-BOOKS.

The compulsory Free Text-Book Law has been in operation in the Commonwealth for about five years. A permissive law was passed in 1873, eleven years before the compulsory act took effect.

Philadelphia has furnished the school children of that city with free text-books for seventy years, New York has done the same for fifty years, and other cities and towns of other States have tried the system for many years. The testimony of experience is uniform and emphatic in favor of the system. The arguments in its favor have been repeated many times, and those made against it repeated as often. Experience long continued and thoroughly satisfactory has confirmed the former and as thoroughly refuted the latter. No further discussion of the subject seems to be necessary than that relating to the best ways of perfecting the system and rendering its use universal.

### SUPERINTENDENTS OF SCHOOLS.

The advantages of skilled supervision in school work have been repeatedly presented in the reports of the Board and of its officers. Arguments from educational principles, and from analogies to other lines of work, have been reënforced by the more conclusive arguments from established facts.

A professional superintendent of schools, working under the direction of the school committee, is now an indispensable part of a successful school system. This no one acquainted with schools attempts to deny.

All but two of the cities of the Commonwealth and twenty-eight of the towns have provided themselves singly with superintendents who give their whole time to the work of the schools.

*Informal Union of Towns.*

In ten smaller towns a superintendent is employed jointly with another town. In these no formal union exists. Each town makes such appropriation for the purpose as it deems expedient, and the school committee contract with the superintendent for a specified portion of his time. During this time he holds the same relation to the committee and the schools that he would if he were giving them his whole time. Under this arrangement no friction arises, and each town has as good supervision as the larger towns with more schools and the whole of the superintendent's time.

Experience has proved that for such a union it is not necessary that the towns should be contiguous.

*Union Districts.*

By chapter 431 of the Acts of 1888 the State made generous provision to aid the smaller and poorer towns to furnish themselves with as competent supervision for their schools as the most opulent towns enjoy.

Any two or more towns, the valuation of each of which does not exceed two and a half million of dollars, may unite in the employment of a superintendent of schools. If together they raise and appropriate for the purpose not less than seven hundred and fifty dollars, the State offers to give them in addition for the superintendent's salary five hundred dollars, and besides this, five hundred dollars more to be used in paying the salaries of teachers. The district which raises seven hundred and fifty dollars may thus receive in return one thousand dollars.

If in such towns the school committee would serve without pay, the employment of a professional superintendent under this act would add little to the cost of the schools, but would add materially to their success.

The first step in forming such a union as is contemplated by the statute is a vote of each town. The following is suggested as a suitable form for an article in the warrant for the town meeting : —

To see if the town will unite with the towns of — and — for the purpose of employing a superintendent of schools under the provisions of chapter 431 of the Acts of 1888.



If the towns act affirmatively upon this article, the next step is for the school committees of the towns to meet as a joint committee annually in the month of April, and, after organizing by choice of a chairman and secretary, to choose by ballot a superintendent of schools and fix his salary.

This being done, the committee will determine how his time will be divided among the towns, and apportion accordingly the amount to be raised for his salary. In apportioning the time, the number of schools and the ease or difficulty of reaching them would be taken into account.

During the time allotted to each town the superintendent would practically be as fully the employee of the town as if he had no other field of labor. The joint committee has no function except that which it exercises at its meeting in April.

#### THE ENDS AND MEANS OF PUBLIC INSTRUCTION.

Two fundamental questions relating to public instruction are now presenting themselves for clear and definite answers. One inquires for the ends which the public schools should attempt to accomplish; the other inquires for the means and causes best adapted to produce these ends.

While it seems to be the concurrent opinion of a majority of those best able to judge that a right training of the faculties is the ultimate end to be produced by a compulsory education of the children, it is quite evident to those familiar with the educational affairs of modern times that there is no common agreement concerning what right training is, or what are the means and causes upon which it depends.

The want of a concurrent opinion concerning the ends and means of public instruction has already introduced some confusion into our school exercises, and, it is plain to see, will continue to confuse them so long as the fundamental inquiries suggested remain unanswered.

Unless it can be established that the public schools have some ends peculiar to themselves, and that there are some school exercises specially adapted to promote these ends, then the common public school and compulsory education have no firm ground to stand upon, and in the end both will be likely to be abandoned.



There are good reasons for these statements. The idea of *common* schools implies that they have a common work to perform for the accomplishment of some common ends. These ends must relate to the individual, and to the State of which he is a constituent part. That which is common and universal for the individual, in so far as training in the public schools is concerned, must relate to cultivating in the minds of the young right physical, intellectual and moral habits.

Such training will prepare the individual to secure for himself the ends of private life, and to become a good citizen. Habits are formed by a continued use of the faculties in producing the different forms of activity. By turning attention to these forms we may discover the laws of the mind that determine them, and the mode of their existence. Upon these laws, considered to be principles, must be founded every intelligent system of education.

### *Physical Education.*

As the body is the instrument which the mind uses in its efforts for knowledge and development, every complete system of education should include in its provisions a carefully prepared plan of physical training. Not only should the conditions of physical health be observed in selecting the location and site of the school-house, in its construction and in its use, but they should also be observed in directing the children to good habits of living and study. The value to the individual of a sound body cannot be over-estimated. Health is a condition of right intellectual and moral development, of usefulness and happiness. To secure it, the laws of health must be observed from the earliest years of the child's life. This must be done under the wise direction of parents at home and of teachers at school, until the child has acquired knowledge and self-control enough to enable him to take care of himself.

In the examination of teachers for the public schools, their knowledge of the principles and methods of physical education should be determined with the same care as is exercised in testing their ability to teach any of the branches of learning. If this knowledge is found to be of a practical kind, the teacher who possesses it will be impressed with the importance of attending thoughtfully to the sanitary conditions of the

school buildings and grounds; to the adaptation of the furniture of the school-rooms to the comfort of the children who are to use it; to the position of the children as they study and recite their lessons, and to the introduction of such daily physical exercises as will call into healthful activity all parts of the body, and afford at the same time a mental recreation.

Physical education includes good habits relating to cleanliness, clothing, food, exercise and rest.

*Cleanliness.* — It is expected that children will be required at home to practise this physical virtue; but for the comfort of the whole school, and for the physical well-being of every member, such special instruction may be given, under the general topic hygiene, as will lead all to know the advantages arising from physical purity, and the most approved methods of securing that desirable condition.

*Clothing.* — A proper attention to clothing will contribute much towards accomplishing three ends, — first, physical comfort; second, good health; third, agreeable appearance.

For the comfort and health of the children their clothing should be sufficient to protect all parts of the body, and fitted so loosely to their limbs as to allow them to move easily in all their exercises. “Compression of the vital organs prevents the introduction into the system of a sufficient quantity of pure air, and is a fruitful source of deformity and disease.” The teacher may easily know, by quiet observation of the children, the condition of the clothing they wear. If any among the number are found to be suffering from insufficient protection, or from the poor quality of their clothing, the teacher by some judicious plan may find a way of supplying all such wants, and so save the needy ones from exposure and mortification.

To present an agreeable appearance, the clothing should be tidy, adapted to the age of the pupil, arranged with reference to the harmony of colors, and should exhibit in its style and quality the products of good taste.

While the quality and style of the dress of young children at school will generally be provided for at their homes, school lessons in hygiene will furnish good occasions for systematic instruction in all things pertaining to comfort and taste in dress. Such instruction, though too much neglected, is

important on account of its relations to health, to habits, and to character.

*Food.* — Herbert Spencer says that “the food of children should be nutritious, varied and abundant. They should be trained to the habit of taking their food at regular intervals, of eating slowly, and of enjoying the social relations that exist in well-regulated families during the meal-times of the day.” Such training will contribute to good manners, to digestion, to a love of home, and to the enjoyments of social life. The advantages of temperance and self-control in eating and drinking may here be taught by showing their effects upon both mind and body.

*Exercise.* — The organs of the body require a vigorous exercise to promote their health and their growth. This exercise is provided for young children in their plays, in going to and from school, in the light work given to them by judicious parents to do, and in the more systematic exercises that may be conducted under the direction of the intelligent teacher.

A system of gymnastic exercises, based on a knowledge of the structure of the body, and of the relations which physical exercise holds to its health and growth, should be introduced into every school. These exercises, if intelligently conducted, will quicken the physical forces, strengthen the limbs, and furnish an opportunity for rest from intellectual labor. The play of the children performed in the open air should be encouraged, and, to a limited degree, directed by the teacher. The effects of spontaneous activity in play are more important in some respects than those which result from gymnastic exercises. Plays may be carried on in the open air. They are social in their nature; they arise from an instinctive desire to use the different organs of the body; they furnish occasions for special and vigorous exercise of the lungs, and they are generally accompanied with that agreeable feeling which naturally results from spontaneous activity.

But exercise in play is often too violent for health; it cannot be carried on in the open air except in fair weather, and may not make a proper distribution of activity to all the organs of the body. While physical exercises, therefore, in the form of plays, may be conducted under the direction of the natural impulses of the children, with proper limitations, the defects of

such exercises may be supplied by more regular and systematic work, under the special direction of intelligent teachers.

*Rest.* — The body and the mind need rest as well as exercise. Rest may be obtained in two ways, — by suspending all exercise of power, and by change of exercise. In quiet, healthy sleep the will suspends its controlling power, and both the body and the mind are at rest.

While the body is at rest the tissues are nourished, the physical system is refreshed, and the individual is prepared for renewed activity.

The young need a large amount of quiet sleep. Their minds are intensely active during the day in becoming acquainted with external objects, and their mental activity keeps their bodies in constant motion, until weariness overtakes them, and a desire for rest succeeds a desire for exercise.

As quiet sleep holds an important relation to health, the conditions of its existence must be intelligently observed. Among these conditions are a healthy state of the nervous system, a proper amount of physical and mental exercise, and freedom from mental anxiety. From this it appears that health and rest have a reflex influence on each other.

The plan and spirit of school exercises have much to do in promoting a worried state of the mind on the one hand, or mental quiet on the other. Care must be exercised by the teacher that he does not overtask his pupils or require them to master topics beyond their capacity to comprehend, or make too much depend on perfect recitations and perfect examinations. The health of children is not unfrequently impaired by mental trouble occasioned by failures in school exercises. This is especially true of young girls, ambitious to excel, but delicately constituted, whose early years have been made unhappy by being brought into comparison or competition with others more fortunate or more gifted than themselves.

In this way the quiet sleep of the young is often disturbed to such a degree as to seriously affect their physical health. Such results may be avoided if the teacher is skilful in studying the nature of his pupils, and in adapting his treatment to individual wants. A happy state of the mind is an essential condition for refreshing sleep and a healthy physical and mental development. Children should retire to rest early in the



evening, and be allowed to continue their sleep, as a rule, until the natural desire for it has been fully gratified.

Rest may also be secured by change of exercise. As different branches of learning require somewhat different modes of mental activity to pursue them, the programme may be so arranged, that, by passing from one exercise to another of a different kind, at proper intervals, the mind may obtain rest, though its activity is constant and vigorous.

Cleanliness holds a close relation to morals. It increases self-respect, and prepares the mind to appreciate the virtues that command the respect of others. It is an important condition of health, and should occupy an emphatic place among the topics in hygiene. As the pupils learn the importance of the subject, they should be trained to make a practical and personal application of their knowledge.

Good habits of eating and drinking should be acquired in early life. A knowledge of the disastrous effects of intemperance should be impressed on the minds of the young before the voluntary desires have become too strong by use to be controlled by the will. A conscientious and intelligent use of the appetites is essential to a vigorous physical constitution, and to a useful life.

An approved system of physical exercise should be introduced into every school in the Commonwealth. The plan of it, and its practical application, must be made and executed by those who understand the laws of health and the structure of the body.

Exercise may be secured by well-regulated plays, under the general control of the children, or by gymnastic exercises directed by the teacher. Some form of physical exercise should be taken by the pupils at the close of every hour of the school day. After the exertion of a certain amount of energy, either physical or mental, a sense of weariness is felt, and a desire for rest follows. A regular alternation of action and rest is the law of life everywhere, and the intervals of repose are essential, as are the periods of activity. The young need more rest than those of mature age, and the girls more than the boys.

The teacher who is prepared to conduct the physical education of the young will observe the limit beyond which they



must not go, in the use of the mind and the body, and will make provision for rest with as much thought as for exercise.

These hints concerning the importance of cultivating physical health are given simply for the purpose of directing the minds of the teachers of the Commonwealth to the subject, and to urge upon them the necessity of turning their attention to all those physical conditions which affect the physical growth and health of children placed under their care. Every high school and normal school should have a well-furnished gymnasium, where the students may be trained to such physical exercises as good health and mental vigor require.

When the conditions of the health of children at school are known and observed, the danger arising from their confinement in the school-room, and from vigorous mental application, will be essentially diminished. If, in addition to this, the children are instructed in the laws of health, and are trained to good physical habits, they will be able when they leave school to take care of themselves.

The results of good health are most important, on account of the relations the body holds to the mind, as the instrument it must use in all the activities of life.

### *Intellectual Education.*

After providing a good plan for promoting physical health, and for forming intelligent physical habits, attention may be directed to cultivating the mind, — and first as an intellect.

To cultivate the intellect is to train it to a facility in the use of a method of thinking, based on the laws that control the acquisition of knowledge.

The laws of the intellect that determine its modes of activity in acquiring knowledge, and which form the basis of a philosophic method of teaching, are, first, the law that requires whatever is to be known, shall be made to hold the relation of object to the mind; second, the law that requires the object to hold the relation first of unity, and then of parts or attributes in their order.

These two laws of the intellect are the principles upon which a method of teaching should be based. The objective element of the method is based or founded upon the first principle. The analytic element is founded upon the second principle.

From the two principles found in the laws of the intellect that control its activity is derived the analytic objective method of teaching, which the mind must be trained to use with facility, that its power may be cultivated.

It must be borne in mind that the analytic process includes two acts of the intellect. The first in order is an analytic act, in which, after the whole object or subject of thought is brought before the mind, its parts or attributes are considered apart from one another; second, a synthetic act, in which these things set apart by analysis are again combined into the original whole. Both these acts taken together, and in the order named, constitute one process of the intellect, called the analytic process.

The analytic process, applied to an object of thought by the learner, prepares his mind to understand all that is signified by a name of that object; if applied to a subject, all that is implied in a definition of that subject.

The intellectual discipline derived directly from school exercises consists in a facility the mind may acquire in using a method of thinking founded upon the laws to which reference has been made. From this truth we may learn the importance of methods in teaching and study that have intellectual development for their object and end. The emotional nature will find occasions for its right exercise in the right activity of the intellect upon appropriate objects of thought, and emotions will furnish the motives that move the will to choose the best ends. To produce such results three things must be provided for: First, the true process of intellectual activity must be employed; second, the objects of thought presented must be adapted to excite the mind to the different forms of activity that it is capable of exerting; third, such objects of thought must be presented as the mind of the learner is prepared to comprehend. A knowledge of these three things for which provision must be made in a system of instruction is the only guide to a true course of studies.

### *Course of Studies.*

In providing a course of studies we must first determine what topics shall find a place in the course, and then determine what shall be the order of their arrangement. If we turn our

attention to the selection of topics that shall find a place in the course, we shall choose first those that will occasion the activity of the observing power of the intellect. This will introduce natural objects, and the physical phenomena with which the mind may come in contact through the senses.

As language, in the best sense of the term, is a faculty of the mind whose activity consists in associating ideas with their proper signs, the acquisition of language should keep pace with the formation of ideas. The presence of natural objects, and of the physical phenomena connected with them, will occasion the learner's mind to form ideas and thoughts, and to exercise the faculty by whose activity these mental states are associated with their proper signs. The exercise of the powers of observation on appropriate objects will prepare the minds of the children for lessons in language, including conversations on the things observed, reading, spelling, alphabet, writing, simple composition, moulding in clay, and linear drawing. The analysis of the objects presented for a knowledge of their qualities will lead to lessons in number, color, form, size, place, in moulding, in linear drawing, and in writing. Vocal music may be introduced for the refining influence it exerts on the mind, and because it furnishes an important means of giving expression to the emotions.

If the analytic method of teaching and study is practised with these topics, a knowledge of things will be gained and active power will be cultivated. In this way the pupil will be trained to use his senses in observing, and all his organs of expression in representing his ideas.

If the young pupils are trained to handle the objects presented for study, and to bring their minds in contact with them; if they are taught to express their ideas by words spoken and written, by moulded forms and by outline drawings, they will, in due time, acquire facility in the use of all the senses, and skill in the use of those forms of expression best adapted to represent the facts they have observed.

While primary instruction is specially adapted to bring into exercise the intuitive and perceptive faculties, and to teach facts pertaining to things, the memory will be constantly exercised in reviewing what has been learned; the imagination will be active in forming images of things described in language

lessons, in drawing and modelling exercises, and in concrete problems in numbers; the power of generalization will be used in an elementary way in affirming common qualities of so many objects of a kind as have been observed, and the reasoning faculty will find occasion for exerting its power in solving simple problems and in referring individual objects as they are analyzed to the kind of objects to which they belong. Such acts of generalization and reasoning are elementary in their character.

The generalization may affirm common qualities of so many objects only as have been actually observed, and not as in scientific generalization of all objects of a kind; and the qualities made common may be thought of only in connection with the objects to which they belong, called concrete qualities, as distinct from those thought of apart from their objects, known as abstract qualities. The reasoning may consist in inferring one fact from the existence of other facts, rather than in analyzing a general proposition to find the particular propositions which it contains. However this may be, the elementary processes occasioned by primary instruction, if rightly conducted, will prepare the intellect for its future scientific acts. As the human intellect is supposed to be perfectly constituted from the first, the changes wrought in it must be by development. So that the topics of study which are to be the occasions of the development of the intellect must naturally arise from a development of the topics presented in the elementary course of instruction. The development will be expressed in a division of the subjects of the elementary course of studies into more special topics, and will result in the acquisition of such general and abstract knowledge as applies to classes. This may be illustrated: Language is one of the first of the elementary topics to which the attention of the primary pupil is directed. In the development of this subject it will be presented under the special topics of grammar, rhetoric, literature, and written composition. Number and form will be pursued under the topics arithmetic, algebra, geometry, and other special branches in which number and form are involved. In the same way it may be shown that all the topics which naturally enter into a secondary course of studies are made out by a development of the subjects of a rightly constructed primary course.



In pursuing the secondary course there will appear a development in the products of the intellectual acts performed. The attributes or qualities of things at first thought of only in connection with the things themselves will now be considered apart from the things, and thus be made abstract. A comparison of the abstracted qualities with one another will lead the mind to associate by acts of comparison the qualities found common to the few objects of a kind which have been observed, and by generalizations to think of these qualities as common to all objects of that kind. These are the steps that prepare for all forms of classification and for the intelligent use of general abstract propositions, — such as are employed in definitions and for analysis in deductive reasoning. These statements will become clear to any person who will go carefully through with the mental processes of forming a class of any kind of objects of thought; of applying to the class a general term which names simply the attributes or qualities common to all individuals of the kind; of using this general class name as the subject of general propositions that may be formed with it, and of analyzing these general propositions to find the particular propositions contained in them. If he will go through with these processes, he will understand what it is to form classes and to reason in scientific study.

It will be seen that the primary course of studies and exercises thus made out, taught and studied, in accordance with the analytic objective method, will present right occasions for the acquisition of a knowledge of facts, and for all the modes of elementary activity which the intellect is capable of exerting. It will also appear that the secondary course, developed from the primary and pursued by the same method, will present right occasions for the acquisition of general truth, and for training the intellect to generalize and to reason.

### *Moral Education.*

The mind is developed as a moral power by turning its attention to the moral quality of its acts; and to doing what ought to be done. The cultivation of moral habits should be carried on with the cultivation of the intellect. The relations of school life, and the various exercises of the schools, provide favorable occasions for the development of the moral nature of the child.



*First*, The teacher is supposed to be a model person, worthy of imitation. If this supposition accords with the facts, the pupils will be subject to the moulding influence of a good example. The natural desire and the ability to imitate render the education of the young possible, and magnify the importance of a good living example.

*Second*, The acts of obedience which a wise and efficient school government require will train the pupil to a thoughtful consideration of his conduct, and to the habit of self-control. The habit of loyalty to the rules and regulations of the school, accompanied with a desire to promote its welfare, is a good one to cultivate in the minds of the young as a preparation for good citizenship.

*Third*, The exercise of studying by the use of the true method will develop the intellect, and create in it the power to think so as to discover the truth. The habit of independent deliberation before making a choice is most favorable to good morals. To create such a habit is the constant aim of the intelligent teacher.

*Fourth*, The relations of pupils in school to one another as a community will offer an opportunity for instruction on the subject of public as well as private morals. As the affairs of social life are carried on in connection with promises and contracts, and as promises will avail nothing if the members of society are not faithful in making them, and do not trust them when made, the teacher should endeavor to impress upon the minds he is attempting to develop, the infinite value of fidelity to that which is morally right, and the obligation every member of the school is under to exercise it in all the moral relations he holds to others as well as in all he holds to his own well-being. Such fidelity in all the relations of social life, and of the life of the individual, seems to constitute the vital element in all the virtues. If successfully cultivated in the minds of the children in our public schools, in connection with their physical and intellectual instruction, this fundamental virtue will appear as a ruling principle in their lives as citizens of the Commonwealth.

J. W. DICKINSON.

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# FINANCIAL STATEMENT.

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## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

Dr.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

Cr.

1888.		1888.	Appropriation, chapter 12, Acts of 1886, Deficiency, . . . . .	\$71,800 00 47 72
<i>Bridgewater Normal School:</i>				
Salary of principal, . . . . .	\$2,800 00			
Salaries of assistants, . . . . .	11,386 77			
Janitor service, . . . . .	430 00			
Watchmen, . . . . .	526 75			
Repairs, . . . . .	486 36			
Printing, . . . . .	98 00			
Fuel, . . . . .	442 00			
Advertising, . . . . .	99 90			
Apparatus, . . . . .	176 14			
School of Observation, . . . . .	354 08			
		\$16,800 00		
<i>Framingham Normal School:</i>				
Salary of principal, . . . . .	\$2,600 00			
Salaries of assistants, . . . . .	8,544 12			
Janitor service, . . . . .	840 00			
Repairs, . . . . .	323 02			
Fuel, . . . . .	709 50			
Printing, . . . . .	42 00			
Apparatus, . . . . .	173 00			
Books, . . . . .	108 50			
Advertising, . . . . .	74 16			
Steam pump, . . . . .	221 43			
		13,635 73		
<i>Salem Normal School:</i>				
Salary of principal, . . . . .	\$3,000 00			
Salaries of assistants, . . . . .	9,525 00			

Janitor service, . . . . .	600 00			
Repairs, . . . . .	1,028 99			
Water, . . . . .	49 50			
Fuel, . . . . .	659 39			
Printing, . . . . .	72 00			
Apparatus, . . . . .	200 00			
Advertising, . . . . .	96 93			
		15,231 81		
<i>Westfield Normal School:</i>				
Salary of principal, . . . . .	\$2,800 00			
Salaries of assistants, . . . . .	7,187 11			
Janitor service, . . . . .	499 92			
Repairs, . . . . .	730 54			
Watchman, . . . . .	461 99			
Stationery, . . . . .	74 65			
Apparatus, . . . . .	295 30			
Gas, . . . . .	32 06			
Printing, . . . . .	70 95			
Fuel, . . . . .	865 14			
Advertising, . . . . .	22 80			
Water, . . . . .	10 00			
Books, . . . . .	430 44			
		13,489 90		
<i>Worcester Normal School:</i>				
Salary of principal, . . . . .	\$2,800 00			
Salaries of assistants, . . . . .	6,939 26			
Janitor service, . . . . .	600 00			
Repairs, . . . . .	509 12			
Fuel, . . . . .	1,019 03			
Stationery, . . . . .	218 02			
Binding, . . . . .	33 59			
		\$59,148 44		
<i>Amounts carried forward,</i> . . . . .				\$71,847 72

*Amount carried forward, . . . . .*

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.  
APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Concluded.*

Cr.

Dr.

1888.	<i>Amounts brought forward,</i>	\$12,119 02 348 40	\$59,148 44	1888.	<i>Amount brought forward,</i>	\$71,847 72
	Printing, . . . . .	45 53				
	Ice, . . . . .	50 26				
	Telephone, . . . . .	17 79				
	Water, . . . . .	39 99				
	Apparatus, . . . . .	42 39				
	Music, . . . . .	35 90				
	Advertising, . . . . .		12,699 28			
			<u>\$71,847 72</u>			<u>\$71,847 72</u>

## APPROPRIATION FOR NORMAL ART SCHOOL.

1888.		\$2,800 00 10,350 40		1888.	Appropriated by chap. 12, Acts of 1888,	\$15,500 00
	Salary of principal, . . . . .	600 00				
	Salaries of assistants, . . . . .	276 69				
	Janitor service, . . . . .	830 12				
	Repairs, . . . . .	46 52				
	Fuel, . . . . .	47 85				
	Gas, . . . . .	275 65				
	Water, . . . . .	108 50				
	Advertising, . . . . .		\$15,335 73			
	Printing, . . . . .		164 27			
			<u>\$15,500 00</u>			<u>\$15,500 00</u>
Dec. 31,	Balance unexpended, . . . . .					



## APPROPRIATION FOR AID TO NORMAL PUPILS.

1888.	<i>Amount paid:</i>		1888.	Appropriated by chap. 12, Acts of 1888,	\$4,000 00
June 19,	Bridgewater school, . . .	\$638 90			
	Frammingham school, . . .	125 00			
	Salem school, . . .	666 70			
	Westfield school, . . .	402 80			
	Worcester school, . . .	166 60			
				\$2,000 00	
				2,000 00	
Dec. 31,	Balance unexpended, . . .	.			\$4,000 00

## APPROPRIATION FOR AGENTS OF THE BOARD.

1888.			1888.	Appropriated by chap. 12, Acts of 1888,	\$13,500 00
	George A. Walton, salary, . . .	\$2,500 00			
	George A. Walton, expenses, . . .	434 63			
	George H. Martin, salary, . . .	2,292 63			
	George H. Martin, expenses, . . .	342 58			
	John T. Prince, salary, . . .	1,666 64			
	John T. Prince, expenses, . . .	189 54			
	A. W. Edson, salary, . . .	2,499 96			
	A. W. Edson, expenses, . . .	422 81			
	Henry T. Bailey, salary, . . .	1,500 00			
	Henry T. Bailey, expenses, . . .	378 68			
	G. T. Fletcher, salary, . . .	833 34			
	G. T. Fletcher, expenses, . . .	146 06			
				\$13,206 87	
				293 13	
	Balance unexpended, . . .	.			\$13,500 00

## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.

Cr.

## APPROPRIATION FOR TEACHERS' INSTITUTES.

Dr.

1888.		1888.	Appropriated by chap. 12, Acts of 1888,	\$2,000 00
Paid for instructors and expenses of institutes at Ashburnham, Spencer, Dartmouth, Westport, Orleans, Sandwich, Northbridge, Oxford, Southbridge, Monterey, Mansfield, Warren, Cohasset, Hopkinton, Barre, Medway, Arlington, Beverly and Dalton, . . . . .	\$1,320 34 679 66			
Dec. 31, Balance unexpended, . . . . .		\$2,000 00		\$2,000 00

## APPROPRIATION FOR INCIDENTAL EXPENSES OF THE BOARD.

1888.		1888.	Appropriated by chap. 12, Acts of 1888,	\$1,200 00
School registers and printing, . . . . .	\$480 18			
Messenger and expressage, . . . . .	296 60			
Stationery and postage, . . . . .	224 96			
Preparation of statistics, . . . . .	125 00			
Paper for report, . . . . .	50 00			
Telegrams, . . . . .	5 90			
		\$1,182 64 17 36		
Dec. 31, Balance unexpended, . . . . .		\$1,200 00		\$1,200 00

## APPROPRIATION FOR TRAVELLING EXPENSES OF MEMBERS OF THE BOARD.

1888.	<i>Amounts paid as follows :</i>		1888.	Appropriated by chap. 12, Acts of 1888,	\$400 00
April 7,	E. C. Carrigan, . . . . .	\$18 07			
June 7,	Abby W. May, . . . . .	28 71			
Oct. 8,	Abby W. May, . . . . .	8 90			
Nov. 19,	E. C. Carrigan, . . . . .	7 15			
Dec. 10,	M. B. Whitney, . . . . .	87 85			
	E. B. Stoddard, . . . . .	49 00			
19,	A. A. Miner, . . . . .	11 75			
27,	A. P. Stone, . . . . .	95 69			
28,	M. B. Whitney, . . . . .	12 70			
			\$319 82		
			80 18		
31,	Balance unexpended, . . . . .	. . .			
			\$400 00		\$400 00

C. B. TILLINGHAST, *Treasurer.*

## INCOME MASSACHUSETTS SCHOOL FUND, 1889.

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Cash on hand, Jan. 1, 1888, . . . . .	\$66,588 33	
Income for 1888, . . . . .	132,896 90	
	<hr/>	\$199,485 23
Paid cities and towns in 1888, . . . . .	\$70,112 74	
Paid educational expenses, 1888, . . . . .	66,448 45	
	<hr/>	136,561 19
		<hr/>
Cash on hand, Dec. 31, 1888, . . . . .		\$62,924 04
From which there is to be paid to cities and towns in 1889, .		62,924 04
		<hr/>
The Massachusetts school fund amounted, Jan. 1, 1888, to	\$2,709,286 60	
Amount of fund, Dec. 31, 1888, . . . . .		2,709,725 32

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# APPENDIXES.

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A.

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REPORT OF GEORGE A. WALTON,

AGENT OF THE BOARD.

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TRAINING OF TEACHERS.

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# REPORT.

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*To the Board of Education.*

My work for the year ending Dec. 31, 1888, was directed to the inspection of schools, to teaching in them, arranging for and conducting teachers' institutes, and to addressing school committees, teachers, schools and people upon educational topics.

The number of schools inspected during the year was four hundred and forty. These included all or nearly all that are kept in twenty-two towns, and a portion of those in twenty-one other towns. The former class of towns were visited after notice, and for the sole purpose of examining the schools and of holding meetings of those directly interested. The towns of the latter class were visited for one or other of these purposes, or for some special object; for example, to examine a particular class of schools, or in connection with making arrangements for holding teachers' institutes.

The towns visited were in the counties of Barnstable, Berkshire, Essex, Hampden, Hampshire, Middlesex, Norfolk and Worcester.

In every instance a cordial welcome was extended, and where the purpose of my visit was to inspect the schools, the superintendent or committee quite uniformly accompanied me.

The towns visited include some that are populous, wealthy and flourishing; others that are on the decline, sparse in population, and in many ways restricted in the means necessary for making good schools. They have low valuations, the wages paid the teachers are small, and the school terms are of short duration.

Among the teachers employed exist the extremes of scholarship, and a considerable difference of culture and refinement;

and with these are found varying degrees of success in the ability to organize, discipline and instruct the schools.

Comparing the schools of the two classes of towns as distinguished above, the preponderance of schools marked fair or good is largely in favor of the populous and wealthy towns, while the greater number of poor schools, proportionately, are in towns of the poorer class. I could specify towns illustrative of the foregoing statement. That, however, is not of so much importance as it is to point out the causes for the difference and try to find the remedy.

Indeed, while it is a general truth that the excess of good schools is in favor of the populous and wealthy towns, and against those of sparse populations and limited means, in exceptional cases just the opposite of this is true. It is a fact, and one greatly to the credit of the poorer towns, that in these are found so many good schools. It is, moreover, an encouraging sign of progress, that the contrasts which everywhere once existed in schools located side by side are constantly growing less. The schools of the poorest class are being slowly eliminated, while the schools as a whole are making a steady advance.

To enumerate the particulars in which there is more or less of failure would require a volume instead of a brief annual report. But, in general, they may be included under the heads of knowledge and method.

In many towns there is no regular and authorized course of studies. In scarcely any is there a course in detail. So, neither the amount nor kind of knowledge is definitely prescribed. Where a course is furnished by one committee, it is disregarded by a succeeding, and, as often happens, is little heeded by the teachers under either committee. Time is frittered away in acquiring useless knowledge, and, in the absence of rational methods of teaching and study, what is acquired is sometimes got by a method which tends rather to stultify than to educate.

I am, however, persuaded that so long as the course of studies continues to be made the basis of the child's education, no matter what the course, his education will be defective, both in the kind and amount of knowledge, and in the method of instruction; and that, until the end of instruction shall be



seen, and fully recognized to be the mental training, or discipline, of the child, and until all studies are adopted and pursued with reference to that end, the schools will fail in accomplishing the most desirable results.

### THE SCHOOL AND THE TEACHER.

But whatever the occasion for the success or failure of the schools, be it the course of studies, the means or the method of instruction, the basis of education, whether it is knowledge or mental culture, — be the occasion one or all of these, the efficient cause of the success or failure is in the teacher. The character of the school is a reflection of the skill and tact which he employs in its management and instruction.

I do not fail in my work of inspection to observe and take into account all the requisites of a good school. These include the character of the children and the spirit of the people, the school attendance and the school accommodations. I emphasize, in my public addresses and in my talks with teachers and committees, the necessity the teacher has for a cordial support, for apparatus, books, maps and other appliances for teaching. I dwell upon the advantages to the school of a well arranged course of studies, of ample and intelligent supervision. But I know full well that, when all these are supplied, if we look for a good school where there is not a good teacher, what we look for will be wanting. All these are but aids, and though quite important, yet, to make them of much profit, they must be in the hands of a competent teacher. Such a one may indeed accomplish much where the means are inadequate, but, to do his best work, these must be abundant.

I call that a good school where the pupils are in a state of freedom which permits them to express themselves with no other restraint than that which is prompted by a due sense of propriety, and where they exercise their powers with all the energy of which they are capable in securing the best ends. In such a school the authority which governs must reside in a teacher endowed in full measure with the attributes of wisdom, goodness and power. These constitute authority.

## TRAINING OF TEACHERS.

The teacher being thus the efficient cause of the school's success or failure, it is a matter of the greatest importance, in the first place, to recognize the fact, and, in the second place, to see that every possible means is employed for improving the teaching force.

Having given to the Board through my monthly reports, addressed to the secretary, the results of my observations in detail, I desire in this report to direct attention especially to the means coming under my observation for the preparation of teachers, to show some of their limitations, and how they may, to some extent, be removed.

## NORMAL SCHOOLS AND THEIR GRADUATES.

The most direct and effective means for training teachers are normal schools. As State institutions these have existed in Massachusetts for a period of nearly fifty years. They have won the public confidence by the eminent success of their graduates.

These are generally sought for and employed where there are the greatest enterprise and the most abundant means. To illustrate, take the following out of the towns visited during the year : —

Amherst,	Hopkinton,	Provincetown,
Barre,	Hudson,	Russell,
Bellingham,	Medway,	South Hadley,
Belmont,	Millis,	Truro,
Holliston,	Orleans,	Wellfleet.

Here one hundred and sixty schools were visited ; of these but twenty are kept by normal graduates. This is a ratio of one to eight. And, of the two hundred and sixty-five different teachers employed the preceding year in these fifteen towns, but twenty-seven were normal graduates, which is about one in ten. Whereas, taking the city of Waltham and the town of Watertown, recently visited, about forty per cent. of the teachers are graduates of normal schools.

In some of our cities and towns, noticeably those in which normal schools are located, the ratio is still greater, thus : —

	Whole No. of Teachers.	Normal Graduates.	Per Cent.
Boston, . . . . .	1,264	800	63
Bridgewater, . . . . .	33	19	57
Frammingham, . . . . .	39	15	38
Salem, . . . . .	99	71	71
Westfield, . . . . .	56	29	51
Worcester, . . . . .	277	189	68
Totals, . . . . .	1,768	1,123	Av. 63

By the rules of some school boards, no person is eligible to the position of teacher except he is a graduate of some normal school, or has had a successful experience in teaching. This is a rule of the Boston board. Written or unwritten, the same rule governs in the selection of teachers in many cities and towns. A rule recently adopted by the Waltham committee provides that no teacher shall be appointed to primary or grammar schools who has not passed two years in a normal school or had successful experience in teaching. All such teachers are placed upon probation for three months, and commence with the minimum salary of four hundred dollars, which is increased each year by fifty dollars, till the maximum of six hundred and fifty dollars is reached. These provisions recognize the importance both of normal training and experience.

It goes without saying, that normal graduates generally command higher wages than the average of untrained teachers. It is chiefly for this reason that many of the poorer towns fail to secure or to retain their services. And this is a sufficient reason; but there is another which would operate if this did not exist. To meet the demand for trained teachers there is

#### AN INSUFFICIENT SUPPLY OF NORMAL GRADUATES.

The number of different teachers annually employed in all the public schools of the State is, in round numbers, ten thousand. The average term of service of a teacher may be estimated at about five years. There are, then, called into the service each year, from all sources, about two thousand

recruits. The contribution from the normal schools, State and city, for the past two years was as follows :—

	GRADUATES.	
	1887.	1888.
Boston, City Normal School, . . . . .	62	84
Bridgewater State Normal School, . . . . .	63	68
Framingham State Normal School, . . . . .	39	34
Salem State Normal School, . . . . .	67	65
Westfield State Normal School, . . . . .	27	26
Worcester State Normal School, . . . . .	42	30
Totals, . . . . .	300	307

This is a ratio of less than one to six, and, after reckoning the few who leave these schools with a partial fit, fifteen or sixteen hundred teachers must be annually recruited from other sources.

### TRAINING SCHOOLS.

As a more intelligent notion has come to prevail concerning the need of training and practice for the work of teaching, and especially as some of the cities and towns find themselves unable to compete for high-priced teachers with their more affluent neighbors, they have, by the help of superintendents of schools, tried to devise means within their own limits for giving the necessary training to persons desiring to teach. Another cause for this effort has operated with considerable force in some localities; namely, the constant pressure brought to bear upon committees to employ as teachers recent graduates of their own high schools.

The first training school in our State of which I have any knowledge was the Model School at Lexington, which was an adjunct to the State Normal School. The model school was organized by Rev. Cyrus Peirce, principal of the normal school. It was conducted and taught by the normal students under Mr. Peirce's supervision. This normal school retained the model school when it removed to West Newton, and still has such a school in Framingham, where it is now located. The model school is there known as the Practice School.

This school occupies rooms in the normal school building, and has classes of pupils of all grades of the common schools, from the lowest primary through the grammar. It has three permanent teachers of experience, under the direction and criticism of whom the students of the normal school observe and teach.

Here they are taught to apply those right principles of teaching and government which it is the mission of the normal school to inculcate. The work of each normal student in this school occupies five to eight weeks in the last year of the course.

The school is very highly prized by the parents who are privileged to send to it. And it is believed that the normal students gain here an experience which is equivalent to at least one year of unassisted teaching.

The normal schools at Bridgewater, Westfield and Salem have had from the first, with but slight interruptions, schools where their students could go to observe, and from which, upon occasion, classes were taken and taught by the students in presence of their fellow-students and teachers,—these in turn bestowing their criticisms. It is contemplated in the new buildings required by two of these schools to provide rooms for graded practice schools. Such a school has long been felt to be a necessary accompaniment to every normal school. Through the practice schools, wherever they have been properly managed, the influence of the normal instruction is made more directly practical; both the immediate and the permanent results are greatly enhanced in value.

At the Worcester State Normal School provision is made for systematic observation of schools and practice in teaching under the joint supervision of the Worcester city superintendent of schools and the faculty of the normal school. The system is called the “apprenticeship,” and is employed as follows: The student, after three terms, or a year and a half in the normal school, is allowed to go into one of the public schools of Worcester, to serve as assistant to the teacher of that school; and even to act as substitute for the teacher for an hour, a half day or a day, at the discretion of the latter and with the approval of the superintendent. Each student serves in at least three grades of the schools in the course of his term of service, the duration of which is six months, or half a school



year. After finishing his apprenticeship the student resumes his course in the normal school, spending another half year there before receiving his diploma. The apprenticeship requires six months of additional time to complete the normal school course. It is, therefore, not enforced upon any student.

At the Boston Normal School the experiment was tried of having special teaching exercises prepared by the assistants of the normal school and applied to classes of pupils in the different grades of the common public school in the same building with the normal school. This proved to be too taxing to the assistant teachers, and was abandoned.

The custom has also prevailed of distributing the normal students among the schools of the city, to observe the work and to do some teaching. At the time of my visit to the school building the entire school was thus scattered. Some I saw teaching, in each instance under observation of the regular class teacher; others were merely observing the manner of conducting the exercises by the regular teacher. The principal and assistants of the normal school visit the several schools to observe and criticise the teaching of the students. These also report to their teachers the results of their own observations.

Up to the present time the term of the normal school has been too limited to permit prolonged absence from the required studies. The recent addition of six months to the term, making it one and a half years, will permit, it is hoped, the students to spend fourteen weeks in observation and practice in the common schools of the city.

Outside of the schools and classes for practice in connection with the normal schools, one of the oldest of the training schools is the

*North Adams Training School.* — Candidates to this school are graduates of the North Adams High School, preference in general being given to those who there hold highest rank in scholarship.

A well-graded school, called the training school, is used for the practice and instruction of the students in training. Six is the usual number of these. The school is in charge of an expert teacher, by whom instruction is given in the science and art of teaching according to a well-arranged course of studies, the students having daily recitations and practice for one year.

Upon completing the course and passing a satisfactory examination, they receive a certificate of graduation from the town school committee.

No assurance is given to graduates of the school that they will be appointed to teach in the public schools of the town; but when vacancies occur the meritorious graduates are most likely to receive appointments.

As at present conducted, this school is doing excellent work.

*The Lawrence Training School* — Has had a continuous existence for a term of years. It consists of a practice school of about three hundred children in primary and intermediate grades, covering five years' work. These are all in one building, under the supervision of a principal and one assistant teacher. Six pupil-teachers are admitted semi-annually and remain in training one and a half years. Nearly all are graduates of the Lawrence High School. None are received whose previous education is not equivalent to this. Great care is exercised in making admissions to the school; not only so, but those who, after entering and having a fair trial, show little aptness to teach, are promptly excused. Many are compelled to repeat a portion of their course.

The senior class in training has entire charge of the several rooms for the last six months of the course. The other classes observe and practise in all the grades during the first year.

A regular course in the principles and methods of teaching is pursued throughout the whole period of membership, the principal having charge two hours a day, the assistant two hours a week.

For the first six months of their course the members of the training class receive no pay; for the second six months the pay is ten dollars per month, and for the third six months it is fifteen dollars per month. In addition to this, those in the middle class receive pay at the rate of a dollar and a half per day for the occasional substituting which they do outside.

This school has long been an integral part of the school system of Lawrence. It has been the means of improving the corps of teachers of the city. It ranks as one of the best schools of the kind ever organized in the State. The large proportion of the teachers of Lawrence have had its professional training.

*Lowell Training School.*—A training school was established at Lowell during the past autumn; in most essentials it is like the school at Lawrence; the length of the term and the wages paid are the same.

At present, provision is made for practice in a city primary school of about one hundred and twenty-five pupils. The practice school will eventually be enlarged to fill a six-room building. Provision will be made for admitting from eighteen to twenty-four members a year.

There are special provisions peculiar to this school, which relate to candidates for admission and for teaching. One purpose of the school seems to be to fix a minimum standard of qualifications for admission to the position of teacher in the Lowell schools. A rule of the school board provides that temporary or other vacancies in the corps of teachers of the grammar or primary schools of the city shall be filled by graduates from this training school.

*Training School at Haverhill.*—This school has existed for four years. The practice department is a six-room primary school. Two permanent teachers are employed. The purpose of the school is to furnish trained teachers for the city schools. Only such candidates are received as come from high or normal schools, and these are admitted upon examination.

As at Lawrence, much care is exercised in selecting candidates for the training class, and none are permitted to continue in it after giving evidence of inability to make good teachers. Two out of the nine admitted in September were dropped during the first six months.

Sixteen is the number that can belong to the school at one time; twelve is the present number. Too few apply to fill the class.

The general plan of work, with the length of terms, is the same as at Lawrence. Four hours are spent by the students each day in the classes of the school for practice. One hour per day is given to pedagogical study with the principal or her assistant. Those in training receive one dollar a week for the first year and four dollars for the last half year.

*School at Pittsfield.*—Pittsfield is trying the experiment of a training school. A large public school is used for the purpose of training. The plan here, too, is similar to that at

Lawrence. The teachers in training consist of graduates of the high school, the intention being to admit annually to the training class six or eight whose scholarship and natural ability give assurance that they will make successful teachers. These receive from the principal, or in the high school before graduating there, special pedagogical instruction; and from principal and assistant, criticisms and instruction in the practice of teaching and school management.

*Adams Training School.* — Adams is another of the towns that sets apart a school, and otherwise provides for the training of teachers. The work is not yet reduced to a system. The so-called “trainers,” five in number, are high school graduates. The intention is to keep them in the training school one year, each in charge of a room, and all under the general supervision of a principal or training teacher. This teacher spends all her time in overseeing, planning and criticising the work of the trainers, and in giving instruction in methods. The town employs two substitute teachers who spend more or less time in the Training School. Unless employed as substitutes, or assigned to other schools, the trainers receive no compensation.

*Springfield Training School for Teachers.* — Springfield formerly maintained a training school. After a lapse of several years, a school for this purpose has been re-established. The school was opened September last. It is a city school, including the grades of the first six years. Each room is in charge of a regular teacher. The training teacher is principal of the school. The teacher of the highest grade is associate principal and does much of the work usually done by a principal.

The school is not dependent on the practice teaching for any of its regular work. It has as many regular teachers as if there were no practice teaching.

Persons who have graduated from the Springfield High School in a four years' course, or in a similar course from any other institution of equal grade, are admitted without examination. All other applicants are examined in the studies usually included in one of the four years' courses in a good high school.

The tuition is free to residents of the city; non-residents are charged fifty dollars a year. The present number of students is fifteen. The length of time required for the course is not



determined; it will not be less than one nor more than two years.

The students in training, on entering the school, begin a study of the general principles of education and school management. This is followed by a study of the elements of educational psychology and the art of teaching.

For several months students are required to observe the regular teachers in the work of the different grades, and to make written reports of their observations. They are then given charge of small groups of pupils (from eight to twelve in number) in a separate recitation room. Some of the students do the teaching, the rest observe, and make notes of such points as they may wish to criticise. After the class is dismissed the students criticise the teacher and his work. The principal is always present both at the teaching exercise and during the period for criticism, and usually adds criticisms of her own. She also assists the students in planning lessons for the next exercise, if assistance is needed.

After this practice work, which continues for some months, students are sent to the several rooms of the building and required to teach classes under the supervision of the regular teachers of the rooms.

*Cambridge Training School.*—The city of Cambridge has for years maintained a training school. In 1884 this school was reorganized with three classes of primary and three of grammar grade, all of which are put in charge of young teachers. Their work, however, is done under the immediate supervision of a master and one female assistant, who are responsible for the instruction and management of the entire school. This has an attendance of about four hundred and fifty pupils.

The object of the school is to give the young women of the city, who desire to teach and who have made special preparations for it by a study of the theory and art of teaching, an opportunity to gain experience under conditions favorable to their success, and without prejudice to the interests of their pupils.

Graduates of the city English High School or of the Latin School who have also graduated from one of our State normal schools, or from the Boston Normal School, are preferred candidates for the position of teacher in this school. Of thirteen



at present in it, twelve are graduates of both high and normal schools; the remaining one is a college graduate who had, previous to entering, considerable experience in teaching.

The required term of service is one year, and all teachers accepting appointments do it with the understanding that they will remain for this length of time, unless excused by the committee in charge. The money compensation for services is two hundred dollars per annum.

As one of the city schools, the intention is to keep this school fully up to grade without any increase of expense per pupil.

The principal, in addition to having general management of the school, directs the teachers in the methods of instruction in arithmetic and geography. The assistant teacher has special direction of methods in reading and language. The other teachers are put as soon as practicable in charge of classes. In their several rooms they are entrusted with the discipline and instruction. They are observed and instructed by the principal and assistant, and by them conducted through a course of pedagogical studies.

Since the establishment of this school the number of applicants to teach in it has been in excess of the demand. It has graduated two classes, nearly all of whom are employed in the schools of Cambridge. The opinion of the superintendent of schools is, that the graduates do better work in the first year after leaving the school than experienced teachers from abroad do in their third year. It is evident from the most casual observation that the school is a great aid to those who avail themselves of its privileges.

A doubt was entertained in the beginning whether the children attending this school would be as well taught as those attending the other city schools. It was claimed by the advocates of the plan that the inexperience of the young teachers would at least be offset by the large experience of the principal and his assistant. It is believed that the results have vindicated the claim.

#### TRAINING CLASSES.

A modified form of training school exists in several cities and large towns. Persons in training for teaching are distributed among a selected class of schools to observe, and, as circumstances favor, to teach.

*Quincy Training Class.* — Quincy has had for several years such a class of persons in her schools. Candidates for the position must have received a high school training or its equivalent, and be at least eighteen years of age. They are expected to continue their work for two terms, from September 1 to April 1. Not a few keep at it for a year.

The trainers are distributed among the schools, one or two in a room. They begin by observing the regular teacher, and, after a little time, assist her in the routine duties of the room. Gradually, as they show themselves able, they undertake work of greater importance.

The training class has a weekly meeting with the superintendent in which he teaches the principles underlying the work they are attempting, thus saving them from blindly imitating what they may see done. Sometimes during the third term of a year a very promising trainer is placed in some position as a helper, where she is paid at the rate of five dollars per week for the service.

More or less of the candidates for the training class are at once rejected as giving little promise of making successful teachers. The great majority of each class have been non-residents. The superintendent advises Quincy girls, and others as well, to first go to the normal schools. The class of trainers for the past six years has averaged twenty-nine.

*Weymouth Training Class.* — Weymouth has a class in training for teaching. It consists at present of seventeen resident and two non-resident students. It is mainly upon the Quincy plan.

The trainers are assigned to the best teachers for observation and work, two or three to a room. They stay about six weeks in the lowest, four in the next grade, and three in each of the others below the high school. Once in a fortnight they assemble in some room, the regular teacher of which gives up, while the trainers, taking turns, conduct the school under the eye of the superintendent, he making criticisms at the time or subsequently. Once a fortnight they meet the superintendent to discuss methods and receive instruction. The former class of meetings is called *practice meetings*, the latter *theory meetings*.

At the end of the term, which is thirty weeks, a certificate of qualification is awarded to those whose standing is satisfactory.

*Leominster Training Class.*—The Leominster training class is also upon the Quincy plan. It numbers six at present, two of whom are graduates of the Leominster High School, while four are teachers of experience from out of town. To the latter a charge of ten dollars is made.

The students under training go from grade to grade in the schools by direction of the superintendent. All are expected to teach as assistants for one-half of each day, under the supervision of the best of the regular teachers.

All the trainers soon get work in Leominster, or elsewhere. No obligation to give them employment in the town is assumed on account of services rendered. In fact, normal graduates are always preferred for permanent positions when those fitted for the work can be obtained.

*Gloucester Training Class.*—Gloucester distributes a select class of her high school graduates among the best schools of the city to observe. This class is increased by such graduates of normal schools as apply for the privilege. The number so employed at the present time is twenty-one. In addition to observing others teach, these so-called pupil-teachers assist from time to time in the instruction of the schools. They meet once a week the superintendent of schools for a discussion of the principles and methods of teaching. The term of this service continues for one year, after which, those who have thus served become eligible to the position of permanent teachers.

*Chelsea Training Class.*—Chelsea has incorporated into her school system the principle of a training class. Five of the city schools are designated by the committee, where the members of the class, by assignment of the superintendent, may go to observe and teach. The number that can be thus employed is limited to sixteen. Ten to twelve is the usual number. Each pupil-teacher is expected to remain one year, assisting when required without pay, except when called to act as a substitute.

The superintendent has a meeting of the class once a month, but in the main, teaches and trains the members through the teachers in whose rooms they practise. All worthy applicants have thus far been received. They come from high and normal schools. At the end of their term they receive a cer-

tificate showing that they have been members of the training class. This does not actually give them any claim to special consideration as candidates for Chelsea schools. Nearly all have, however, been employed here, and all but two of the thirty who have graduated in three years have had a good degree of success.

The above include all the training schools and classes for training teachers, so far as I know, in the State.

Presuming that they embrace all or the principal direct means for training outside the normal schools, we may add to the number graduated from these schools the following that have some special preparation for the work of teaching:—

Towns.	No. in training.	Towns.	No. in training.
Adams, . . . .	5	North Adams, . . . .	6
Cambridge, . . . .	13	Pittsfield, . . . .	8
Chelsea, . . . .	12	Quincy, . . . .	29
Gloucester, . . . .	21	Springfield, . . . .	15
Haverhill, . . . .	12	Weymouth, . . . .	19
Lawrence, . . . .	18		
Leominster, . . . .	6	Total, . . . .	182
Lowell, . . . .	18		

#### UTILITY OF TRAINING SCHOOLS.

Some have questioned the utility of training schools and classes for training teachers. This must depend upon the students who attend, and upon the kind and amount of training received.

If the students in training are recent graduates of high and grammar schools who are seeking an occupation that would never seek them; if they are persons who have failed to get a situation to teach, or who, having failed in teaching, regard the training school as the shortest avenue to the profession; if merely passing an examination admits to membership, and when once admitted the members are allowed to go on and graduate without a close scrutiny into their fitness for the work, and a prompt rejection when the lack of it is apparent; if the fact that a term or a year has been spent in the training school or class is to give the graduate a claim to teach in the schools where he was but now a pupil,—then, indeed, the establishment of a training school would be of questionable utility, if not positive wrong, to the schools.



If the training is restricted for time ; if it is limited to a little pedagogical reading and a few talks upon teaching ; to the study of a treatise on psychology ; to the observation even of good teaching, and experimental practice, with no intelligent criticism, the result will be a conceit of learning, but no philosophic method in the schools.

Something quite different from this is aimed at in most of these schools for training.

The entrance to them is made to depend upon scholarship, the continuance in them, upon the exhibition of ability to teach, while the instruction and training are under superintendents and teachers of professional training and large experience. This is certainly true of the major part. Some of them are established to supplement the normal school ; none of them are considered to be a substitute for it. To assume this would be to assert that a part is greater than the whole ; that six months in practice is more effective than two or four years of study and practice combined, all under the conduct of the most skilful and experienced teachers of the theory and art of teaching.

Training schools are organized, not to supersede normal schools, but as partial courses in training, particularly on the practice side. This is all that would be claimed for them by those who favor them. The choice, when they can be obtained, would always be in favor of well-fitted normal graduates. These are uniformly secured to take charge of training schools.

According to my knowledge of the methods and results of these schools, the best representatives of the class are an important aid in preparing teachers for their work. By their previous experience in the training school, when put in charge of a school they are saved from groping, their pupils are at once put to profitable work. Having confidence in themselves, the teachers exhibit that easy self-control which secures the pupils' respect.

They have gained some knowledge of the principles of teaching, and acquired considerable skill in the art. They come to their work with something of the professional spirit, — something which animates the children with hope and courage. Nor is the advantage only in the start ; all the



future will show more work and better than would have been possible without the training.

The training schools are quite significant as marking some progress in the demand for the study of the theory and practice of the art of teaching, under a skilful instructor, before the candidate can be granted a certificate for teaching.

#### SUPPLEMENTARY MEANS FOR STUDY AND PRACTICE.

A few high schools instruct in educational psychology, and in school organization and management. But with the overcrowded curriculum of studies, the instruction must be limited and unsatisfactory, while the want of time and opportunity for practice in teaching leaves the students, in the few instances where I have met them, not much better fitted to take charge of a school than if nothing were attempted.

There are some towns where candidates are allowed to visit the schools to observe, and, to a limited extent, to practise; two or three such I have found.

Watertown has usually four or five candidates for teaching in the graduating class of the high school. These are directed by the superintendent to schools in the town kept by superior teachers. Here they observe and sometimes teach; but most go elsewhere to get the training and experience which make them eligible to positions in their own town.

Holyoke has a plan of employing inexperienced teachers at a nominal salary, as assistants, under the supervision of a principal or other superior teacher. The plan contemplates giving no teacher in the schools of the city full charge of a class of children, or full pay, till she has practically proved her ability to teach and control. But a limited number is thus employed at any one time. This serves as a safeguard against the introduction of wholly incompetent teachers into the schools.

Observation in the schools will acquaint the observer with certain devices and with the routine work of school keeping, but it is liable to leave the novice a simple imitator, and generally amounts to little as a preparation for teaching.

#### EDUCATIONAL READING AND TEACHERS' MEETINGS.

It is gratifying to record an increase of interest in educational reading. I am frequently asked by young teachers to

recommend teachers' journals, and to suggest good books on methods, and on devices for teaching. Hundreds of these are published and read where formerly there was not one.

The county and State teachers' conventions have swollen to large proportions. Superintendents' meetings are fully attended. All of these employ the time in discussing practical issues connected with the schools.

The teachers' institutes take from year to year a more practical turn. The series held the present year were well attended by all classes of teachers, and seemed to be more highly appreciated than ever before since my connection with them.

#### UNTRAINED TEACHERS.

Of all the contrasts noted in the administration of the schools, the greatest is seen in the demand for training in the teacher and a knowledge of methods, as in the above towns, and the seeming indifference to these in a large number of the smaller towns. For, as appears, three-fourths to four-fifths of the teachers of the State enter upon teaching without special study or preparatory training. And from what has already been shown, the trained and experienced teachers are found in the wealthy and populous towns and cities. The smaller and poorer towns are the training-field for these beginners, and especially is the mixed school of the rural district—the school that requires the greatest skill of all—the scene of their first crude experiments.

In this class of schools I find a great part of the teachers new to the work or new to the schools. A measure of success insures their change to a school deemed more important; an increase of success here, a transfer to the village school, and eventually the fruit of a few years of experience finds a market in some one of our populous centres. And what option has the poor town but to continue to provide practice schools where, unaided, the teachers in training for more lucrative or more attractive positions may work out their experiments?

And what if the experimenter does not attain to success? Why, then he stays on, or seeks another place in which to experiment. Experience at best requires time, and must, under any such circumstances, be gained at the expense of the children.

According to all observation, the large majority of untrained teachers do little more in their first term or year than “keep” school. It is with many a mere struggle for existence for a longer time. If an intelligent and vigilant committee is in charge, a manifest failure occasions a change of teachers. In place of the one removed, another is tried and sometimes another. A town recently visited having twenty-five schools, employed last year thirty-six teachers, in several schools two or more being tried before one was found who could command the respect of the pupils. With a more lax supervision the incompetent teacher is permitted to struggle on through the term, or the year, and often it is a question whether the lax or the heroic treatment of the case is least disastrous to the school.

#### SUPERINTENDENTS, — THE REMEDY.

This state of things need not and should not continue. There is a remedy, and the remedy should be applied. No untrained teacher should be admitted to practise in the schools except it be under the supervision of competent superintendents. These are now employed in all the cities with one or two exceptions; they are multiplying in the large towns; for the smaller and poorer ones, they are the pressing need.

The demand everywhere is for well-trained and competent teachers. Among the leaders of educational thought the principle that the school is what the teacher makes it has been long and universally recognized. Everywhere, as this comes to be realized, greater and greater vigilance is exercised by officials in securing persons of training and skill to teach. Hence the rules of school boards giving normal graduates the preference; hence the demand for these graduates far exceeding the supply, and hence their absence from the rural schools, where in considerable numbers they were formerly found; hence the general drift away from these towns of all teachers of successful experience into the more remunerative positions in the large towns and cities, and hence the multiplication of schools for practice and training.

The normal schools will continue to furnish their quota of graduates; the training schools will be established in increasing numbers and send forth theirs; but these will not go to the rural towns; if they do they will not long remain. Here will

continue to be employed the large body of untrained and itinerant teachers.

It is impossible with the compensation paid to place a professionally trained teacher in every school, but it is entirely practicable to place a professional superintendent in every town in the State, and by means of him give continuity and increased value to the teacher's work.

Experience shows that the right kind of a superintendent almost always has associated with him the right kind of teachers. Where he is not provided with the means to command, he finds the means to make them. Witness the growth of the system of training and practice schools to supply the immediate need felt for trained teachers; the liberation of large numbers of teachers from the thralldom of traditional methods, and the rapid diffusion of methods based on pedagogical principles, which are fast driving out the formalities of school keeping. The superintendent's hand has been in all these, and more in the larger inspiration he has given teachers to devise and work out independent plans for causing the schools to produce more and more practical results.

The present means for supplying the schools with competent teachers are confessedly inadequate. To supplement these, and to render them more efficient, we must rely upon the superintendency, not in the limited way in which it exists, but as it will exist when the smaller towns throughout the State avail themselves of the provisions of the law which proffers pecuniary aid to towns of low valuation to enable them to provide themselves with this agency.

In my public meetings, where the operations of this law have been explained, citizens who best understand the condition and needs of the schools readily see the advantages of its provisions. An immediate and general application of the law is earnestly desired by school committees and teachers. And there is assurance that a number of superintendency districts will be authorized by vote of the towns the coming spring.

The mass of the people move slowly in embracing a new idea and in working it out in practice. It still remains for the mass of the people in the smaller towns to discover that the schools as a whole can be made better, and that in the race for improvement their own schools are being distanced by

their neighbors'. When this discovery is made, it will not be difficult to overcome the inertia of the people, and induce them to employ for the improvement of their schools the means which with their neighbors have proved so effective.

It is not lack of intelligence or general scholarship in the teachers that retards progress in the schools. Out of three hundred and sixty teachers visited, whose record I have, twenty only are from the schools below the high, two hundred and twelve are from academies and high schools, and thirty-four are from colleges. What is wanting is pedagogical study, training and experience in teaching. This want is to be met where it exists, on the ground, through expert superintendents. The State is ready to do her part; let the towns do theirs by supplementing the proffered aid and employing these skilled agents for the supervision of the schools. The act will increase many fold the blessings the schools are already bestowing upon the rising generation.

Respectfully,

GEORGE A. WALTON, *Agent*.

WEST NEWTON, MASS., Dec. 31, 1888.



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B.

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REPORT OF GEORGE H. MARTIN,  
AGENT OF THE BOARD.

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# REPORT.

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*To the Board of Education.*

My inspection work for the year has been chiefly in the counties of Plymouth, Norfolk and Bristol. These counties contain a large number of completely organized town systems. Taking these as types, a description of the systems, with some account of their work, will serve to show modern public school work at its best in Massachusetts.

These schools are characterized by three noteworthy features:—

1. The Completeness of the Organization.
2. The Philosophical Basis of the Work.
3. The Variety and Educational Fitness of the Means Employed.

## THE ORGANIZATION.

*School Committee.*—The school committee, as the statutes require, have the general charge and superintendence of the schools. They determine the number and location of the schools; provide for heating the school-houses and keeping them in repair; appoint janitors; elect teachers and fix their salaries; determine what studies shall be pursued; adopt a course of study, and the text-books and illustrative means required for its use. The final decision of all questions is with this body, the members of which are chosen by the people for a term of three years.

*Superintendent.*—The executive head of the system is a superintendent, chosen annually by the school committee. He is usually the secretary of the committee, keeping the records and the financial accounts. He inspects the schools and keeps the committee informed of their condition and

needs. Teachers are selected and examined by him, and elected by the committee upon his recommendation. He prepares the course of study, examines and recommends textbooks, purchases and distributes the books and supplies. He advises and directs the teachers in their work. He has charge of the examination and promotion of pupils, and determines their classification. He acts as an intermediary between teacher and committee, and between parents and teacher, and parents and committee. He looks after the attendance of children, directs the truant officers in the performance of their duties, and issues employment certificates.

In addition to this administrative work, he is the professional head of the teaching force in the town, — a teacher of teachers. He exercises this function by means of class exercises given in the schools, and by means of periodical meetings of teachers, either all together or by grades. These meetings are used to expound principles, and to suggest and illustrate methods either by himself or by some skilled teacher. At these meetings, by discussion and exhibition of work, the teachers become mutually helpful to each other. Older teachers impart to those entering upon the work the benefit of their experience; the professionally trained communicate to those less favored. Thus the whole work is unified and elevated.

In a few of these towns, besides the teachers' meetings, the superintendents have "training classes," by means of which persons who wish to teach are initiated into the details of school work by observing the regular teachers, and by assisting as apprentices in some of the more mechanical parts of the work. They also receive from the superintendent more or less instruction in the theory and practice of teaching. Where this work supplements a normal school education, or is super-added to experience in less favored localities, it is helpful. If it takes the place of more thorough preparation, it is delusive, and in the end harmful.

These town systems offer peculiarly favorable opportunities for supervision by superintendents. The number of schools is not so large as to prevent the superintendent from becoming familiar with their character and needs by frequent personal inspection. The number of teachers is not so large that

the superintendent cannot influence them individually. The amount of administrative work is not so great as to absorb all his time.

*The Schools.* — The schools are graded into twelve or thirteen classes, four of which are in the high school and the others divided between the grammar and primary departments. Each grade represents a year's work, and below the high school each grade has a teacher and a room to itself. Exceptions to this occur in some of the smaller towns, where two or three grades are found in a single room. Most of the towns have some outlying schools in which all the grades are represented.

The advantages of the organization which has been described are especially marked in the case of these rural schools. They have equal advantages of supervision and appliances with the central schools. Teachers and pupils, feeling that they are not neglected, acquire an interest and pride in their work which are conspicuously absent from ungraded schools in towns whose systems are less perfectly organized.

The grades are maintained by annual promotions based upon the work of the year. The work is tested by frequent oral examinations by the superintendent, and by regularly recurring written examinations, in one or more of which the questions are prepared by the superintendent. The grading is sufficiently flexible to allow of wide difference of ability and attainments within the same class, and this difference is usually maintained throughout the course. The object of these examinations is not to eliminate dull scholars, but to serve in a general way as a basis for classification, and to define the work of the term or year.

During the first eight or nine years of the course the work of all the pupils is uniform; but during the last four years, in the high school, some option of studies is allowed, and the students move to the completion of their course along different but parallel lines.

Where several grades are in a single building, as is usually the case, the whole are considered one school, and one teacher called the principal has general charge of all, the various grade teachers being regarded as assistants. The principal directs the movements of the school as a whole, enforces discipline



throughout the building, receives and distributes supplies, and, to a limited extent, acts as an intermediary between the superintendent and assistant teachers.

### THE BASIS OF WORK.

The work in these towns is founded upon the most modern — much of which is also the most ancient — educational philosophy. The fundamental principle of this philosophy is, that the schools exist for the children, and not the children for the schools. That this is not a mere theory here, but a living and working force, vitalizing the schools and determining their spirit and methods, is felt in the atmosphere by the casual visitor, and is deeply impressed upon the more careful observer.

The true end of school work is recognized; namely, the instruction and training of the children in preparation for adult life. The government of the school, instead of being for a temporary and subordinate purpose, merely holding the pupils down while they can be operated on, is treated as of fundamental use in the development of character and as far-reaching in its influence. It is wrought out from a thorough analysis of all the motives which determine action. It seeks always to distinguish between higher and lower motives; and, dealing with individuals rather than with classes, it endeavors always to use the highest motive possible in the circumstances, and so to build up a capacity for self-government, and a moral character, sturdy because self-determining and self-determined.

So, in the choice of studies to be pursued, the same clear distinction between ends and means is made. The studies are not considered as ends in themselves, but as means. The choice is not based upon a narrow and mercantile interpretation of the term "practical," but upon a wise consideration of the effect which each study is adapted to have upon the moral and intellectual development of the pupils. The order of the studies is not arbitrary nor casual, but determined by the laws of mental development.

The methods of instruction take into account all the powers of the mind, and fit themselves to these as the key fits the lock. Throughout, the striving is not merely nor chiefly after knowl-

edge, but after power. Schooling is not regarded as identical with education, but only as one factor of it,—a factor whose function is limited but definite, and so capable of being determined. This function is to be exercised to the full, but the school is not held responsible beyond its sphere.

In the towns whose systems I am describing, this philosophical character of the school work, this attempt to lay a broad and deep educational foundation in the constitution and laws of mind, is chiefly due to the efforts of the superintendents. They are men whose studies have perfected nature and have been perfected by experience. They are diligent students of the best pedagogical literature, and spare neither time nor expense in becoming acquainted with the current discussions of educational problems. Books, periodicals, reports, conventions,—they use them all.

It is doubtful if the members of any other profession are to-day devoting as much time to the study of professional principles, in proportion to that given to the study of mere technique, as are professional teachers, and the superintendents are among the leaders in this study. In the towns of which I am writing the superintendents *are* the leaders; but they are not without earnest followers.

Books upon principles and methods, supplied at public expense, are found upon the desks of the teachers in most of the school-rooms. The teachers are regular readers of educational periodicals, and not a few of them have at least the germ of a professional library. Many of them have already passed beyond that first stage in the career of a progressive teacher, characterized by a hunger for new methods and patent devices, and have entered upon the higher stage in which they are studying the principles which underlie their work, so that they can teach intelligently, and not merely by imitation.

#### THE MEANS EMPLOYED.

The entire school system of the town is regarded as an instrument for a specific purpose; namely, to bring the children of the town to a state in which they can use all their powers to the best advantage, and are disposed to use them for the best ends. All the particular features of the system are considered to be so many subordinate means to the same end. Superin-

tendent, teachers, rooms; the courses of study as wholes, and each study in them; books, apparatus, governing, teaching, examining, reviewing, records, — all are determined with reference to the main end, and there is an honest effort to make them all contribute to this end.

*Teachers.* — Great care is exercised in the selection of teachers. As far as possible, graduates of normal schools are chosen. In the absence of special training some successful experience is demanded. Special attention is paid to the disposition of the teachers, and to their looks, manner and voice. They are expected to be willing to learn as well as apt to teach. The superintendents do not wait for teachers to come, but are always searching for them. They do not depend on recommendations, but endeavor to verify testimony by personal observation of teachers at work. Their selection is thus intelligently made, and the inevitable risks are reduced to a minimum. Personal favoritism rarely enters into the choice. The responsibility for the success of the schools is so largely upon the superintendent that he cannot afford to take risks, and the committees feel that because of this responsibility justice requires that his choice be respected.

*Rooms.* — The school-rooms are not always convenient nor always healthful. Many of them were built when a school-room meant only a place large enough to hold the required number of pupils. As far as possible, original defects have been remedied, and all available means used to secure proper heating, lighting and ventilation. Repairs are promptly attended to. Pupils are not allowed to lose their respect for education by being educated in a building that is not respectable. New buildings are models of convenience and comfort. All the rooms are cheerful. The principle is everywhere recognized that surroundings educate. Neatness in the pupils is encouraged by clean ceilings, walls, floors and windows. Taste is cultivated by pictures, bright cards and mottoes. By making the school-rooms attractive, regularity of attendance is promoted. Children prefer coming to school to staying away.

*Course of Study.* — A course of study is considered an indispensable means to the success of the system. It outlines the work to be done in each grade in each subject. It is not

intended to fetter the teacher, but only to guide him. The subjects included in the course are prescribed by statute, but they are introduced successively as they are adapted to the development of the pupils, and the order of topics and the amount of work are determined by the same standard. Suggestions of method and cautionary hints accompany the schedules and contribute to their intelligent use.

Nowhere is the progress of the schools so accurately registered as in these working schemes. No one imagines them to be perfect. When made, they embody the fullest comprehension of educational philosophy to which the superintendent has attained. As the science of education is developed, and as the superintendents themselves grow in familiarity with it, they remodel their courses of study, adding, omitting and rearranging, that they may become more effective means in the hands of the teachers.

*Books and Illustrative Apparatus.* — The work of the teachers is greatly aided by the abundance and variety of helps furnished by the committee. Books for study and books for reference are fully supplied. A great variety of reading books is used. There are globes, wall-maps, moulding-tables and dissected maps for geography; for arithmetic, number-tables, blocks, splints and counters of various kinds, standard weights and measures, copies of business forms and commercial papers, — bonds, notes, drafts, checks, insurance-policies, tax-bills; charts for reading, language, music, writing and physiology; clay and models for modelling and for drawing; boxes of geometric forms; color-charts and cards; natural objects. In the high schools are cabinets, and apparatus for chemistry and physics. This illustrative material is judiciously selected by the superintendent, and used by the teachers under his direction.

*Work in Reading.* — The principle which underlies all the work in reading is, that from the beginning and throughout the course the oral reading by the pupil shall be the expression of thought which is in his mind at the time he reads. Hence, the first effort of the teacher is directed to secure thinking.

In the first stage this is done by presenting to the pupil something for him to think about, — a toy, a natural object, a picture. Questions by the teacher direct the thinking. The



pupil is led to express his thought orally; then the written expression of this thought is placed on the blackboard, and the pupil repeats it from the board. Thus the written form is associated with the spoken form, and expresses the pupil's own thought. Consequently, words to these pupils are always signs of ideas, and sentences are expressions of thought. No time is spent in teaching to call the letters of the alphabet by name, but the sounds are early taught, so that the pupils may acquire the power to pronounce new words as they come to them.

When sentences written in script can be promptly read from the board, the transfer is made to similar sentences printed on charts, and later to the first pages of the primer; thence, in succession, through the different grades of reading books.

Certain features of this work are characteristic of the modern schools. The books are only in the hands of the pupils during the reading exercises, so that reading is "at sight." The new words which occur in the new lesson are previously taught; that is, the idea is awakened in the mind, and then the word is given to be associated with it. Interest is sometimes added to the story by preliminary conversation on the picture which accompanies it.

Interest is not allowed to flag by reading the same story many times, but a large supply of reading matter is furnished, so that the pupil, instead of reading but a single primer in his first year and committing it to memory, reads many books of this grade and so enlarges his vocabulary rapidly. The same course is pursued for three or four years. Later in the course more difficult reading is introduced. Variety is secured by the use of books designed for information and for cultivating the taste. Elementary books in history, biography, natural history, travels, and some of the classic children's books, are found in all these schools. In the eighth and ninth years of the course in many schools some standard works are read, as "The Sketch Book," "Tales of a Grandfather," "Evangeline," "Hiawatha," "Lady of the Lake," "Elegy in a Country Churchyard."

The result of this work is, that the pupils on leaving the grammar schools can read with considerable fluency and expression ordinary English prose and verse. There is little drill on pieces selected for elocutionary effect, and the books



contain few of those stirring forensic and dramatic passages which abounded in the old-time reading books.

The training which has been described promotes a love for reading, and a taste for good reading, and a habit of thoughtful reading. The result is seen in the extensive use of reference books in the upper grades, and the large use of the public library, which in all these towns is a recognized adjunct of the school system.

*Spelling.* — Spelling is learned chiefly by writing. It is supposed that calling the names of the letters of a word in order does not qualify a person to write the same word correctly. Hence oral and formal spelling occupies a much less prominent place than formerly. The principle which underlies the work in reading is also in constant application here; namely, that children should not use words in any school work which are not to them signs of ideas. Hence the oral spelling when used is not allowed to outrun the written work, and become a mere drill on meaningless groups of letters.

As soon as the pupils begin to learn to read, and can recognize and name single words as they are written on the black-board, slate and pencil are furnished and they are set to copying the same words. This work goes on constantly, the words being selected chiefly from the reading lessons. Special care is taken that words in most common use shall be early learned, and the most frequently used homonymes are carefully taught. Much of the writing is in sentences, so that the spelling is not made an end but only an element in the higher art of correct expression of thought.

In some of these schools a spelling book is used in the upper grades. The object of this is to extend the pupil's vocabulary and to teach some principles of English orthography. The pupils in the higher classes are furnished with small dictionaries, and are accustomed to use them in their writing when in doubt about the spelling of any word. In written examinations, as in geography or history, the pupils are always allowed to use their dictionaries for this purpose.

*Language.* — The most striking feature of the modern school work is the prominence given to the practical study of the English language. The principle which directs the work is that the pupils, after leaving school, will have need to use the lan-

guage rather than to expound it. Another principle often quoted is, "We learn to do by doing." Hence, as the pupils will need ability to talk, they are early set to talking, and trained to talk correctly; as they will need ability to write, they are early set to writing, and taught to write correctly.

The work is made to include the following particulars, — spelling, use of capitals, abbreviations, punctuation, penmanship, choice of words, forms of words in construction, arrangement of words, phrases and clauses. Three elements enter into the work and are made successively prominent as the work advances, — mechanical, grammatical, rhetorical. Varied measures are employed to awaken and maintain interest.

The earliest work consists in copying words and sentences from the blackboard, and later from the reading books. This is to train in spelling, use of capitals, abbreviations and punctuation marks. The test of work in these particulars is by means of dictation exercises. As the use of various inflection forms is taught and the choice of words, tests are made by the use of sentences containing blanks to be filled.

The constructive power is exercised, first, by giving a few familiar words to be woven into stories, first to be told orally, then to be written. Following this, large use is made of pictures, to suggest to the imagination of the pupils material for narrative composition, oral and written. Some most interesting results are attained by this work in training children whose home influences furnish them little help in acquiring the use of English. In a few schools use is made of natural objects to furnish material for language lessons.

Another means in common use is the reading of descriptive and narrative selections by the teacher; to be reproduced by the pupils both orally and in writing. Still later some original composition work is required in the form of descriptions of persons and places, and narratives of personal experience. Composition writing upon abstract subjects is never required below the high schools.

Much attention is paid to such practical work in English as the writing of letters, personal and business, writing of advertisements, telegrams, etc. This is so effective that by the time the pupils leave the grammar schools they can write a business letter substantially correct in form, in arrangement of parts, in

the use of capitals, abbreviations and punctuation marks, and they can write it in a legible and fairly handsome hand. They can write a paper upon a subject familiar to them, in which they will use easy compound and complex sentences with considerable skill. These papers will often contain rhetorical errors. They will lack clearness through a faulty arrangement of adjuncts, and strength for want of a wide vocabulary and a knowledge of synonymes, but they will contain few grammatical errors, and the mechanical execution will be good enough. There will be occasional mistakes in spelling. Thus abundant work is left for the high schools, but of a less elementary character in these towns than in many others.

An instrument of language training which also has larger uses is the daily copying from the blackboard, committing, and reciting of what are called memory gems, — choice bits of prose and verse, occasionally the whole of a short poem. By this work the teachers seek to cultivate the imagination and the feelings, and to develop a taste for moral and literary beauty.

*Grammar.* — The study of English grammar is prescribed by statute for all common schools. The idea of grammar in the mind of those who framed the statute was probably that of the old text-books, — the art of speaking, reading and writing the English language correctly. While defined as an art, it was taught and studied as a science. A suspicion arose in many minds that the study of the science had little to do with acquiring the art. Hence, in the towns which I am describing, more perhaps than in most others, the formal study of grammar has largely given place to the more practical work in reading, speaking and writing. Where this is the case, the pupils on leaving the grammar school can speak and write fluently, and, in general, correctly. They cannot give grammatical reasons for their expressions; that is, they cannot refer particular cases to general principles, which is scientific. They are helpless in the presence of new problems in construction, having no guide but their ear, which, even in the case of children from cultivated homes, is as likely to guide them wrong as right in such sentences as, “ *Who or whom* did you see?” “ I thought it was *he or him.*” “ I took it to be *she or her.*” “ He told John and *I or me* to come.” “ Neither of the boys *have or has his or their* books.”

The scientific study of English is left for the high schools, where some formal study of grammar is usually attempted, or some rules of construction are taught under the name of rhetoric.

*Writing.* — Writing is taught systematically and continuously throughout the grades below the high school. Its use as a means of training is appreciated. Almost as soon as the pupils enter the lowest grade they begin at the blackboard to trace the forms of the easiest letters, and then to make them upon their slates, which are ruled for the purpose. They are kept at work upon each letter until they can make it with great exactness. Later, they are supplied with paper ruled with guide lines to show the right proportion of parts. The paper writing for some time is with lead pencils, then with ink. The time at which ink-writing is introduced varies from the second to the fourth year. Where the best writing is secured, no copybooks are used. Models of all the letters, small and capital, are kept on the blackboard in sight of the pupils.

As new letters are taken up in the daily lessons, they are made upon the ruled blackboard in presence of the pupils. Attention is called to the proper height, slant and proportion of parts, and by analysis the elements which compose them are shown.

Movement exercises in concert are frequent, to secure flexibility of the muscles, and power of control. Great care is exercised to have the pupils furnished with suitable *tools*, — well-sharpened pencils, good paper, good ink, blotters, wipers, etc. Especially is it insisted on that all the writing exercises be exercises in penmanship; that no careless, slovenly work in writing be accepted in any department of the work. As the teachers are required to *teach* writing rather than merely to see the pupils write, it is necessary that they be good writers themselves, at least upon the blackboard.

*Arithmetic.* — The work in arithmetic has several noteworthy features.

First, it occupies a much smaller proportion of the school time than formerly. A part of this time has been saved by omitting some subjects, as English numeration, circulating decimals, general average, custom house business, reduction of currencies, arbitration of exchange, alligation, progressions,



annuities, permutations and combinations, duodecimals. Time is also saved by using smaller numbers in the examples for drill, and by omitting problems having very complicated relations.

Second, the work throughout is largely objective. The first study is of numbers of objects. For this purpose blocks, splints, toothpicks, beads, beans, etc., are used. When the idea of a number is formed, the figure is taught as a sign of the number, as the word is taught as the sign of an idea. Decimal numeration is taught by the actual numbering of objects in groups of tens, hundreds, etc., using splints for the purpose. The decimal notation follows as a mode of representing these ideas. The operations upon numbers are taught by actually combining and separating and comparing numbers of objects. Fractions are taught by separating, first, numbers of objects and then single objects into equal parts. The work in compound numbers is based upon a study of actual weights and measures. These are observed and compared, and tables are constructed by the pupil for himself before being committed to memory. He learns by trying how many pints there are in a quart, and how many square inches in a square foot.

In the study of commercial arithmetic actual business papers are shown, and the work in interest, discount, etc., is based upon them. Pupils are taught to write such papers in proper form, and to understand the transaction which they represent.

Third, in the early work the Grube method or a modification of it is used. By this method each number is studied by itself, first as a whole, then in its parts, then in its relations to smaller numbers. All these facts are learned about each number in turn before the next larger number is studied. Thus, by combining and separating, a foundation is laid for the four fundamental operations, and as fast as figures are introduced all four of the operations are carried along together.

Fourth, instead of introducing the different parts of the subject consecutively, the elements of all are introduced early, and the topics are developed gradually with the pupils' growing powers. Thus, instead of leaving all consideration of fractions until the fifth or sixth year of school, or until the fundamental operations have been completely mastered, the idea of fractions is introduced in the first year, and the pupils learn to



work with small fractions as with integers. The same is true of compound numbers. The ideas of pint and quart, foot and yard, are taught when the pupils know the numbers two and three, and they learn to add two pints and three pints as readily as two blocks and three blocks. The notation of decimal fractions is taught with the notation of integers.

Fifth, an attempt is made to use the imagination of the pupils in the solution of problems. They are taught to represent as far as possible the conditions of the problems by diagrams, "to make pictures of them," and thus to realize the abstract. So far as this is done, the problem work ceases to be mechanical, and becomes a valuable instrument of mental training.

Sixth, there is little learning of rules, perhaps too little. Processes are developed by example, and reasons shown for the successive steps. The purpose is to make all the work intelligent, and not to cultivate a blind following of rules arbitrarily given.

From this analysis of the work it will be seen that one principle is everywhere apparent, — to put ideas and thoughts before words, figures and rules, the sign always after and not before the thing signified. The end sought is general power as well as special aptitude. The result is that at the age of fourteen or fifteen, when the pupils leave the grammar schools, few arithmetical geniuses have been produced. The pupils have less power to solve numerical puzzles and to guess out numerical riddles than some acquired in the schools of the last generation, but most of the pupils know as much of arithmetic as they will have occasion to use in the occupations of adult life.

*Geography.* — The work in geography is characterized by breadth of purpose and breadth of method. Its purpose is to furnish the pupils with geographical facts, and in addition to lead them to understand the relation of those facts to each other and to the life of men. The object of study throughout is the earth as the home of man. A new spirit animates the study, — the spirit of Humboldt, of Ritter, of Guyot.

The method is broad, in that it uses in acquiring knowledge the powers of observation, of imagination, of judgment, of reasoning, as well as of memory. In expressing knowledge it uses not only oral recitation, but moulding, drawing and writing.

The pupils' early steps consist in acquiring geographical ideas by observing the phenomena around them: the surface of the land and the direction and degree of its slopes; the drainage; the kinds of soil; such climate phenomena as the successive seasons present; sun movements; winds and their characteristics; natural products; society, its occupations and their resulting products, its commerce.

Besides the observation of the facts as they lie before them, the pupils are taught to observe how these phenomena are connected with each other; as the slopes and the streams, the climate and the streams, the climate and the products, the soil and the products, the products and the occupations of men, the products and occupations and the materials for commerce, the situation and the means for commerce. After careful teaching along this line, all subsequent work is intelligent work.

In the study of continents, countries, and states, physical geography is made the basis of political and commercial geography. There is a constant effort to eliminate less important details, and to fix the attention upon a smaller number of important facts.

In the text-book work the use of topics for study and recitation is universal in these schools. The topics are so arranged as to direct the thinking of the pupil in accordance with the analytic method. The whole, then the parts, then the relation of the parts, is the order both in the small and in the large divisions. Most valuable training is thus secured, a mental habit worth more than much knowledge of geography. The use of topics in recitation is an important factor in the language training which the pupils receive.

Extensive use is made of pictures and illustrated books of travel, to supplement the text-books and to increase the interest. As pupils acquire ideas of relief, they are taught to express them by moulded forms in sand or putty. By this means they become familiar in imagination with topographical features, highlands and lowlands, drainage slopes, water-basins, water-partings. The forms which they have moulded are fixed in memory, and thus become permanent possessions.

A similar use is made of map-drawing, which occupies a large place in this work. To draw a correct outline of a division requires close study in preparation; the study and the

reproduction together impress the memory. After drawing the outline as a free-hand sketch, or by the use of some artificial system of helps, the pupils fill in the sketch as the daily topical study proceeds. When studying the mountains they represent them on their maps. When next they study the river systems these are added. And so in succession the production areas and the principal cities are located by name. By appropriate signs the most important features of the climate are indicated. Thus the map grows with the growing knowledge of the pupil, until, when the study of the division has been completed, the pupil has before him a picture of the leading facts in their relative geographical positions. If now he can reproduce this picture from memory, the surest evidence is given that he has not studied carelessly nor without results. Map-drawing from memory is the teacher's quickest and most effective way of testing the knowledge of the class.

Much writing upon geographical themes is required. This is not only nor chiefly for examination, but for training. Special topics are assigned for reading and writing. Letters describing imaginary routes of travel, or the scenery and people of foreign countries, add interest and value to the work.

By all these means geography is made, not dull nor barren, but an instrument of varied and permanent culture.

*History of the United States.*—In the teaching of history there is manifested the same tendency to emancipate pupils from bondage to text-books which is so marked in the other lines of work. But in the effort to have the pupils know the subject rather than the words of prescribed books, books are by no means discarded. They have a place even more important than under the old system. More books are used, but they are used as means and not as ends. Instead of confining pupils to a single book, at best only a meagre compend, and requiring that to be memorized for recitation, the whole subject is outlined by topics, and the pupils are encouraged to search widely for information upon the special subject assigned for the daily work. The schools are furnished with a variety of books of history calculated to interest the young. The public library is drawn upon for the purpose, and whatever the homes can furnish is freely used.

A large amount of written work is required, and thus the

subject contributes to the general progress of the pupils. Map-work is also a noticeable feature, the policy being to require the pupil to localize all the events which they describe.

The topical method of work, as in geography, makes it possible to give due prominence to the more important facts, and to omit much of detail. There is an increasing tendency to emphasize the relations of facts to each other, and their relation to the development of the people; to awaken an interest in the subject by studying more carefully the life of prominent men; to observe the conditions in times of peace more, and the minutiae of wars less; to give more attention to the constitutional period, if less to the time of discovery and settlement; and, more important than all, to develop through the study of the nation's history a national spirit, a truer Americanism, and thus to furnish special preparation for citizenship.

*Physiology and Hygiene.*—The obligation to teach physiology and hygiene in all schools, with especial reference to the effects of alcohol, stimulants and narcotics upon the human system, has so recently been imposed that there is no uniformity of practice, and no well-defined principles seem to have been established. Probably in time a more definite purpose will be reached and sound educational methods developed.

The teachers try to give the pupils some knowledge of the body and its needs, and most of the pupils come to have a feeling that intoxicating drinks and tobacco are bad things to use. The attempt to teach the effects of alcohol experimentally has not been signally successful.

*Drawing.*—In 1870, by Act of the Legislature, drawing was added to the list of studies prescribed for all the schools. After eighteen years, probably a majority of the towns of the Commonwealth have no systematic work in drawing. All the towns which form the subject of this report have well-defined systems of drawing, and in some of them the work has been developed to a high degree. In no department of school work have educational theory and practice been more happily combined. Much of the credit of this is due to Mr. Carter and Mr. Bailey, the special agents whom the Board of Education has employed.

The basis of all the instruction is the proposition, — drawing is a language of form. To acquire ideas of form, to express



these ideas, to combine them into new forms having utility and beauty, are the three steps in the work. The primary ideas of form are acquired from models. Following the study of each form is a study of natural and artificial bodies whose forms are based on it. When the pupil, passing gradually from the simple to the more complex forms, seeking always in the world about him for illustrations, has included in his study all the primary solids and their lines and surfaces, he has acquired a power to refer to its elements the form of any body which he may have occasion to study or represent.

By this work, during the first four years of the course, the pupils have made large acquisitions of useful knowledge, and they have besides received a training of the eye which is of inestimable value in all their future.

During this time they have been expressing their ideas of form as they have acquired them. Three modes of expression are in constant use, — construction, drawing and language. This use of all means, calling into activity varied powers, by simultaneous exercise striving for symmetry and harmony of development, is, as has been shown, characteristic of the modern school work in all its phases. The earliest construction work is modelling in clay the primary forms as they are studied, and imitating in clay natural and artificial bodies based upon these forms. Subsequently the forms and objects are constructed of paper and of wood.

The same principle which has been mentioned as underlying the work in reading underlies every drawing exercise. As the reading is always to be the expression of thought in the mind of the reader at the time, so the drawing is always to be the expression of a thought formed at the time by observation of some object. Every line and figure drawn is drawn as a part of some object, and drawn for the purpose of representing that object. Thus the pupil has always a purpose in his work, and has always a motive within himself in his desire to accomplish. The practical bearing of this work is seen in the fact that these drawings from objects become working views, from which similar objects may be constructed. Thus is cultivated that power to read a drawing and to work from it which all mechanics need. The drawing of working views is both free-hand and instrumental. In addition, the elements of perspec-



tive are taught, and considerable skill is acquired in making perspective drawings from models.

Parallel with the work in form study and expression is another line, consisting of the arrangement and combination of forms, called invention and design. A few principles being taught by illustration, — repetition, alternation, symmetry, — materials are furnished, sticks, colored paper, triangles, squares, etc., and the pupils are left to arrange these as their own judgment and taste dictate, aided by hints and suggestions from the teacher. At a later period conventionalized plant forms are furnished, and still later natural plant forms and details of historic ornament. This work is done in the grades below the high school.

In the high school the drawing is carried on along the same lines as in the lower grades, but more difficult work is done, and the practical relations of the work to industrial life are everywhere apparent.

The working drawings include architecture and machine detail. The work is both freehand and instrumental. The drawing of machine detail is from actual models and patterns furnished by machinists and manufacturers. The model drawing is from groups in outline, and the element of light and shade is introduced. The study of historical ornament is carried further. Casts are used for study, and the drawing is also in light and shade. The long training in invention and design bears fruit here in the production of applied designs for practical purposes, — wall-papers, lace-work, metal-work, tiles, wood-carving.

Throughout the high school work the æsthetic element is made prominent. Thus the eye and the hand are trained to be the serviceable instruments of an intelligent judgment and a cultivated taste.

*Vocal Music.* — Vocal music is not among the studies prescribed by law, but the school committees have long been authorized to provide instruction in it, if in their judgment they deemed it best to do so. Within a few years, under the impulse of those broader educational ideas of which mention has been made, large advance has been made, both in the number of towns in which music is taught and in the character of the work. The doctrine that the school is for the child and

for the whole child, calls for instruction in music, not as a "fancy branch," but as indispensable to a complete development. In the light of educational history no less than of educational theory it is surprising that music has waited so long for recognition in the Massachusetts schools.

It is interesting to note the harmony between the instruction in music and that of the other branches. The same educational principle underlies it. Ideas first, signs afterward, is the primary truth here as elsewhere. The work begins in the first year with the tones and intervals of the major scale. The pupils are taught to recognize the tones by ear and to produce them, to associate them with their names, and later to associate them with the characters on the staff, and to sing a variety of exercises and songs in different keys and in easy time movements.

In the second year more difficult intervals are presented, and greater difficulties in time. Two-part singing is also begun. Thus in successive years new and more difficult features are introduced, but so gradually as to be easily mastered. By the time the pupils have reached the close of the grammar school course, they are familiar with the various major and minor scales, with all the chromatic tones, with modulation, and can sing exercises and songs in three parts containing passages of considerable difficulty.

The work is laid out and supervised by a special teacher, whose field usually includes several towns. The drill is by the regular teachers, and the success of the work is proportionate to the interest which they take in it. Carefully graded charts and readers furnish the exercises and songs for practice.

As in the drawing work the old belief that the power to draw was a special gift of nature to a favored few — born artists — has given place to a truer philosophy; so in the teaching of singing no distinction is recognized between pupils who can sing and pupils who cannot sing. It is claimed that nature has made no greater differences in ears and voices than in other human organs, that every hearing and speaking child can sing. In these schools every child does sing, as he reads and writes, as a matter of course. Experience discovers no greater differences in singing than in the other school exercises.

*The New Education.* — The system of school work which

I have described has sometimes been called the new education. The newness is chiefly in the extent of its development and the more cordial reception which it meets with from the public. Individual teachers here and there have always worked in its spirit and employed some of its methods. Its general acceptance has been delayed by a cause inherent in the nature of the system. Its best results are less tangible and less appreciable than are those of the old system. In that the results were immediate and measureable. When all lessons were assigned from text-books, and consisted of pages to be learned, or columns to be spelled, or problems to be solved, the tests of progress were simple and easily applied. The daily examination showed the work accomplished, and the annual quiz by the school committee determined the residuum of knowledge, the net proceeds. As the pupil passed from book to book, each larger than the one before it, he felt and his parents felt that he was making substantial progress.

While the new work aims to equip the pupils with as much useful knowledge as the old, it undertakes also to develop powers, to build up a well-rounded intellectual and moral character. Its aim is culture in the highest sense. The full success of this undertaking cannot be determined during the school life. Its best fruitage is in the future.

Whether it fits for life better than the more mechanical system, can only be ascertained when the life is lived. Whether it makes better men and women cannot be proved until the children now undergoing its processes in the schools become men and women. At present it must find its sanction in the truth upon which it is based, and in the evident harmony between it and the nature upon which it works.

Respectfully submitted,

GEO. H. MARTIN.

DEC. 31, 1888.



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REPORT OF A. W. EDSON,

AGENT OF THE BOARD.

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# REPORT.

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*To the Board of Education.*

During the past year I have inspected schools in the following-named towns and counties : —

## ESSEX COUNTY.

Amesbury,	Hamilton,	Rockport,
Andover,	Ipswich,	Rowley,
Bradford,	Lynnfield,	Salisbury,
Danvers,	Manchester,	Saugus,
Essex,	Middleton,	Wenham.
Georgetown,	Nahant,	

## FRANKLIN COUNTY.

Ashfield,	Leverett,	Sunderland,
Conway,	Montague,	Warwick,
Erving,	Orange,	Wendell,
Gill,	Shelburne,	Whately.
Hawley,	Shutesbury,	

## HAMPDEN COUNTY.

Brimfield,	Ludlow,	Wales,
Hampden,	Southwick,	Wilbraham.
Holland,		

## NORFOLK COUNTY.

Franklin.

## WORCESTER COUNTY.

Auburn,	Oxford,	Templeton,
Charlton,	Phillipston,	Upton,
Dudley,	Royalston,	Warren,
Grafton,	Sturbridge,	Webster.
Millbury,		

I have also visited some of the schools in the cities of Boston, Chelsea, Gloucester, Haverhill, Lynn, Salem, Somerville, Springfield and Worcester; assisted at institutes in Barre, Oxford, Southbridge, Warren and Whitinsville; and read papers on educational topics at several teachers' conventions.

## INSPECTION.

In visiting the schools of a town I am accompanied by the superintendent, or by one or more members of the school com-

mittee. The condition of school buildings, the quantity and quality of books, supplies and apparatus provided, the methods employed by teachers, and the advancement of pupils, are observed and noted in a blank-book, a sample page of which is given below :—

Town, .....

School, ..... H. G. I. P. M.

Teacher, .....

Ass't, .....

Coll., ..... N, ..... A, H, C.

Exp., — here, ..... all, .....

No. Pupils, — reg., ..... pres., .....

House, — good, fair, poor.

Room, — cheer { full. Ceiling, { clean, cracked.  
                  { less.                   { smoky, broken.

Walls, — bare, ornamented, smoky, colored.

Floor, — clean, dust, litter.

Desk, etc., — order, disorder.

Books and Supplies, — in closet, exposed, cared  
for, abused.

Desks, — ancient, modern, single, double.

Light, — suff., def., B. S. F. B. S.

Heat, — stove, furnace, steam. Temp. — med., +  
— Ther.

Vent, — none, windows, flue. Air, — foul, good.

B. B., — suff., def., good, fair, poor.

Globe, Maps, Charts, — reading, music, writing, phys.

Dict., Ref. books, Supp. reading, Blocks, etc., Table.

Lab., — yes, no. App., — phys., +, —, chem., +, —.

Closets, — B. { open, clean, G. { open, clean,  
                  { closed, foul.       { closed, foul.

Order, — good, fair, poor.

Music, Drawing, Physiology, — oral, book.

Form, Color, Plants, Animals, Minerals, Home

• Geog., Local History, Written Ex.

For a portion of the time in each school I question the classes on the work in hand, and test them in the various branches taught. These examinations are designed to go outside of any possible special preparation for the occasion, to see how much of the work attempted is mere text-book instruction, and to call the attention of teachers to certain topics and methods that may have been omitted or not fully understood. At the close of my visit I meet the teachers and committee for a half day's conference, point out mistakes noticed, and suggest better methods. In nearly every town I address the people in the evening, calling attention to the many ways in which they may aid in maintaining good schools.

In my work I have met with the most pleasant reception; teachers and committees have been very cordial, have received criticisms and suggestions in the kindest spirit, and have expressed themselves desirous of frequent visits. For the present, my field of work is Worcester and Hampden counties.

#### TEACHING AND TEACHERS.\*

In nearly every town I find one or two superior teachers, one or two poor ones, and the others of ordinary ability doing ordinary work. In forming my estimate of a teacher I note in particular, first, the methods used; second, her aptness to see and apply new and better methods; and third, the spirit in which she works. The most prominent fault of teachers is indefiniteness. They are too apt to "keep school" without plan or preparation.

A good teacher, possessed of good health, natural ability, high moral character, a thorough education, professional training, and a love and enthusiasm for her work, is beyond price; a poor teacher is dear at any price. A true teacher studies the growth and development of minds, learns what methods are founded on correct principles, has a reason for the faith that is within her, aspires to improve upon the past and teach better to-day than ever before. If she is studying and thinking how to grow professionally and awaken thought in her pupils, she must ask herself the question, not only what should I do, but also why should I do it in this or that particular way. And yet to my oft-repeated question, "Why do you teach this subject or topic in this way?" few and far between are the teachers

who can give a good reason. Usually the reply is, "This is the method suggested by the author," or, "I think I get better results by this method than by any other," which, being interpreted, means, I am more familiar with this method than with any other.

Sir William Hamilton long ago declared, "The primary principle of education is the determination of the pupil to self-activity,—the doing nothing for him which he is able to do for himself." If this principle were understood, appreciated and acted upon by all teachers, what a change in methods of teaching would take place!

Through the mischievousness of a certain type of modern text-book, and the ignorance or mistaken kindness of the teacher, the work is too often done for the pupil, nuts all cracked, kernels handed out. Thus the child is cheated of the mental growth which is by right his, is deprived of the joy and blessing of mental conquest.

A remark made by a six-year old girl called my attention to a good teacher: "The substitute in my room to-day is a funny teacher." "Why funny?" I inquired. "Because she tells us all we ask her," she replied. "What does your own teacher do when you ask her questions?" was next queried. "Oh, she always makes us find out everything for ourselves." Children are quick to recognize good teaching and profit by it.

Pressed for time, burdened with work, overwhelmed by the number of classes and pupils, the teacher is apt to look at immediate rather than permanent results. As one teacher said to me, "I haven't time to make use of the practical application of number, language, etc., develop subjects as perhaps I ought; it takes all my time to hear recitations." It is easier, it takes less time, to pronounce or define the word, to do the example, to find the answer, to supply the missing link for pupils, than to give them a hint and insist on their doing the work for themselves. A teacher needs constantly to remember that a single example solved, or a fact ascertained by their own effort, is of far more value to pupils than ten such mastered by her help.

The best work a teacher can perform for her pupils is to teach them to think for themselves. In this power pupils of all grades are apt to be deficient. The book or teacher is the



authority for certain opinions and methods of work. They may know the *how*, but too often know nothing of the *why*. In fact, too much help from the teacher is not help, but a mighty hindrance to mental growth, dwarfing the intellect, enfeebling the will, producing weaklings in place of giants.

### TOPICAL TEACHING.

One would suppose, after all that has been said and written of late in favor of topical teaching, that the hand-to-mouth style of questioning and answering would be done away with by this time; but such is not the case. I find every now and then, in city and country schools, in graded and ungraded schools, in primary, grammar and high schools, the same old picture of the teacher with her eyes on the book, her finger on the question, putting her class through the catechism of verbatim recitations. Finding this custom so tenacious of life, I have studied for causes, and believe them to be, first, a lack of preparation, which implies lamentable indolence; second, an inexcusable ignorance of approved methods in school work; and third, a very superficial idea of the true office of a teacher.

On the other hand, topical methods, if not understandingly used, may result in the acquirement of a miscellaneous collection of fragmentary items of knowledge. As an instance:—

A history class in a large grammar school, after several weeks' study of the Revolutionary War, was unable to answer many of my questions relative to the causes, results and leading campaigns of the war. The teacher said that the class had taken the subject topically, and would do better if he called for one or two of the topics. He then assigned as a topic, Valley Forge. Two or three pages of the text-book were recited word for word, glibly and with perfect accuracy. I then questioned, Why were the Americans at Valley Forge? What had they previously attempted, and with what success? Where were the British, and how long did they remain in that vicinity? Why did they withdraw, and where did they go? And to most of my questions no answer was attempted. Very similar results were obtained when other topics were assigned.

I often hear good topical teaching, and it is a pleasure to listen to such. In almost every case the teacher is one who has had the benefit of a professional training, has studied the

science and art of questioning, and has learned to plan work for the class so as to give the pupils connected, logical, comprehensive ideas of the subject taught.

Few teachers now use the old A B C method of teaching reading, though I have seen enough of it the past year to remind me of the fact that an alphabet still exists, and that some teachers do not believe in the "new-fangled" ways. One mistake, and a common one in teaching by the word method, is to allow the reading to degenerate into word-naming with no connected ideas, no thought, no interest. Reading by the word method may have the same objections and produce as poor results as by the alphabet method. Hamlet's reply to Polonius' question, "What do you read, my lord?" "Words, words, words," is all that many children could reply to a similar question. In advanced classes, frequently the chief aim of the teacher seems to be to secure the correct pronunciation of words, rather than an intelligent expression of thought.

In number work the tendency is to deal with the abstract rather than the concrete, with figures rather than things, with large numbers and long combinations rather than small numbers and easy, practical problems. Pupils are taught to read and write thousands and millions long before they have any idea of their meaning. In a fourth-grade class-room I copied from the blackboard the following example, one of many similar placed there for regular work: From 25,464,150 subtract 19,976,524.

Again, pupils too often are taught to do as the rule directs, without thought as to the reason why. The following is a copy of a rule written on the blackboard by a teacher for the pupils to commit: "Express the dividend at the left, draw a curved line at the left of this, express the divisor and find how many times it is contained in the left hand figures of the dividend. Place the answer at the right of the dividend, multiply the divisor by it, write the product under the left hand figures of the dividend and subtract. To the remainder add the next figure of the dividend, divide again, and so proceed." How much pleasure or profit the pupils derived from that work I failed to discover.

Objects in the hands of pupils materially aid both learners

and teacher. This much, however, should be remembered, — when a pupil understands thoroughly the number being taught, further use of the object is a hinderance: In some classes pupils are kept too long on very simple combinations. As an instance: A few months ago I found a class of bright children in a pretty good primary — good in some respects — at the close of the year at work on the number *five*. The Grubé system, if rightly used, is far superior to the old method of table memorizing, but it does not mean this style of dawdling, wasting time. This teacher's work reminded me of the answer of a new convert to the system, who, after a two months' struggle, when asked how far her class had gone, replied, "We have nearly completed the number *one*!"

I asked a little girl, who was being taught how many 1s there are in 2, 2s in 4, 1 and 2 are, etc., — At thirty cents a dozen what will thirty oranges cost? At twenty cents a dozen what will one-half and three-quarters of a dozen cost? What will a gallon and a pint of milk cost at six cents a quart? How many 5s in 30, 6s in 24, 3s in 18? etc., — and in every case a correct answer was readily given. It is not at all strange that this little girl was tired of talking about the number of 1s in 2, 2s in 4, etc. Too much of our teaching, as Dr. Hill puts it, has "a mild flavor of boiled water."

As teachers do more and more with topical, practical work in such a way as to awaken pupils, the greater will be the delight in teaching and the more satisfactory the results.

#### PERMANENCY IN THE TEACHING RANKS.

The frequent changes of teachers, especially in the smaller towns, are extremely detrimental to the schools. It is a very common thing to find one-half of the teaching force new to their schools; and, in some towns lately visited, I found a complete change of teachers within a year. In some cases these changes would have been avoided by a realization on the part of the committee and people of the advantages to be derived by a retention of teachers. There is much useless shifting from one school to another of teachers who are still employed in the same town.

The drifting of desirable teachers out of a town should stimulate the people to pay better wages. Many a town is

not now paying all that it can afford, all that it must, to secure and retain good teachers. An earnest teacher of average ability, continued year after year in a school, can plan and accomplish more for that school than can a succession of new teachers, even though every one of the number be possessed of acknowledged superior ability. This rule, however, must not be interpreted as sanctioning the retention of poor teachers, or of those who have been good, but for any reason have survived their usefulness.

That there will always be an influx of teachers to the city schools from the country districts is something to be expected. Ambitious teachers are looking forward to promotion; they work hard to deserve it. They go to the small schools for experience, and, if successful there, look for higher positions; as one teacher frankly told me in the presence of the committee, "I am here for experience, not money." This course on the part of teachers, though to an extent unavoidable, is not pleasing to committees; nor is the practice carried on by superintendents of large towns and cities of culling out the promising and successful teachers from the small towns about them. Their feeling is voiced by the secretary of a committee who recently wrote me:—

You know the situation here in regard to our schools; you know the struggle we have had to get good teachers in our schools, and how necessary it is for our welfare that we should not have any changes at present if we can help it. Now, cannot you influence him [the superintendent] to leave us alone, to draw his supply of teachers from some other source? It does seem to me as though it was hardly necessary for him to send to this little village for teachers, when he has at his command time and money unlimited, has an acquaintance far and wide; in fact, has every opportunity for finding teachers. His experience must teach him that, from the moment a teacher is led to expect a position in a city like —, the contentment, satisfaction and full sympathy she has felt in her position is broken; from that moment an undefined unrest, which the best of teachers cannot overcome, seizes upon them, and their usefulness is in a measure curtailed. . . . Why does he not send to cities on the same footing as his own? For the simple reason that our very helplessness to compete with him makes him sure of gaining the teacher. I beg of you to use your influence in our behalf, and not only in our behalf, but in behalf of every small town that is struggling as we are, that this educational piracy by the cities may be killed out.



Teachers' bureaus are very useful, both to committees and teachers, as a means of introduction, but one thing in connection with these agencies is to be deplored: as one committeeman said, "The business seems to blunt the moral sensibility of teachers. After having accepted positions through the bureau, they still keep their names enrolled, and feel at liberty to resign at any time in the term or year when a better position is offered."

One case that lately came to my attention illustrates the point: The head teacher in a graded school left at the close of the first week of the term to accept a more desirable situation elsewhere. On such short notice the committee was compelled to accept the services of an inferior teacher. There should be some conscience in these matters; a teacher should understand that she is held by moral if not legal obligation, and committees should insist on a teacher keeping to contract and remaining through the term or year, certainly unless a suitable substitute be found.

#### CERTIFICATION OF TEACHERS.

A State law requiring all teachers of a county or district to be certified by the same examining board would operate grandly in strengthening the teaching force of the State. It is true that no examination can entirely settle the question as to whether the teacher will or will not be successful—the same can be said of a normal school training; but one requisite would be assured,—a good education. Occasionally there appears a decided lack of scholarship in the teaching ranks, as so many young girls are allowed to teach with nothing more than a common school education. The right kind of an examination, not on subject-matter wholly, but on what should be done, how done, and why so done, while it would not be supposed to remedy every defect existing in our schools, would go a long way toward making the teaching corps of the State a thoroughly equipped force, capable of rendering efficient service.

#### CONSOLIDATION.

One cause of poorly paid teachers and poor schools in the country is the multiplicity of small schools. The number of children of school age is growing less and less; and in small



schools, even if a good teacher is employed and an abundance of books and supplies provided, the best of results cannot be expected. The stimulus of competition is lacking.

How to retain good teachers and do good work under the present order of things is a vexed question in many communities. Often the best answer to this is, consolidate the schools; but for various reasons many people object to consolidation. They say it necessitates the transportation of pupils a long distance from home, removes the old landmarks, depreciates the value of property, stirs up pre-existing feuds and local jealousies, etc.

In one town consolidation was prevented, and a school of five pupils maintained only one and one-half miles from another small school, because one of the committee wished to teach.

Though consolidation may be carried too far, there is small danger of it; though some expense for transportation is incurred, it is more than balanced by the fewer houses and teachers required; though the little ones may not be able to go to school so young if obliged to go a distance, it is their gain rather than loss, as the tendency is to send children to school at too early an age. They will be better scholars at twelve by attending four or five years a large, wide-awake school with a first-class teacher, than six or eight years in a small school with a cheap teacher. Because of small wages, lack of interest resulting from a small number of pupils, and the deprivation of social advantages, good teachers are not likely to remain any length of time in small schools. If personal preferences, neighborhood differences and all prejudices could be laid aside, and the simple good of the pupils considered, we should see many towns uniting their schools, vastly to the advantage of the children to be educated.

#### SUPERVISION.

In the mind of any one who has made a careful study of the school problem, a personal inspection of all grades of work in many cities and towns, and has given a thought to the cause for the difference in work done in different schools, there can be no question as to the value of efficient supervision. In any and every business some one to oversee and direct is an absolute necessity. There must be a head. Take the case of a

large graded school. If the principal is a wide-awake, progressive teacher, his assistants in all grades, imbibing his spirit, will aspire to do first-class work, be up with the times and merit his approval. They know that ability and earnest effort will be recognized, and inefficiency exposed.

If, on the other hand, the principal is perfectly satisfied with things as they are, is not able or willing to improve on the past, is not ambitious to make his school second to none, his assistants, unless more than human, will fail to do all that is possible.

The control of the schools rests with the committee and superintendent, one or both; and the condition of the buildings, the supply of books and apparatus, the methods of teaching and amount of work accomplished, quite largely depend on the quality of the supervision. In fact, a committee will do more and better work for the schools when the people are interested and watchful, the superintendent when under the close oversight of a competent committee, and teachers when given the supervision of an able superintendent.

#### *Supervision by the Committee.*

In some towns supervision in the hands of the committee is quite satisfactory, but these cases are exceptional. That these are exceptional is no reflection on the general ability of the members or their interest in the cause. Their duties are many and often onerous, the compensation bearing no comparison to the work required. Truly, as many affirm, theirs is a thankless task. Said a chairman of large experience: "I have had much to do with the politics of this town, have been an earnest worker in the church, have been engaged in active business here all my life, but I never had any particular trouble, or gained many enemies, until I was elected school committeeman. The harder I tried to do my duty, to secure good teachers and make the schools what they should be, the more I was criticised. This one and that one, friends and neighbors, had favors to ask, some friend or relative to be appointed teacher, — very likely the most unfit person to be found for the place, — and my refusal to yield to their wishes at the sacrifice of the schools was met by vigorous protests, bitter personalities and undying enmities."

Many committeemen affirm that their experience has been similar to the above.

School committees are usually made up of two classes : first, those who accept the office from a sense of duty, for the opportunity of doing good ; and second, those who wish for and secure the office for personal ends, for the compensation, the business afforded, the opportunity of carrying out some pet scheme, or for local prominence, — a stepping-stone to political honors. The first named do as well as they can, — often excellent work for the schools, — and their efforts are worthy of all praise. They are, however, busy business men, and cannot find the time required, if they have the ability, to place and keep the schools where they belong. Their thought, of necessity, is with their work, elsewhere. If they visit schools, about all they can do is to observe the work going on, suggest to the teachers the necessity of keeping order, etc., and attend to the supplies. They are not able to detect faults in methods of teaching, and suggest remedies in the best light of to-day. Methods of teaching have changed so materially within the past few years, it is not at all surprising that even intelligent ex-teachers are unable to render the teachers much real assistance. Their suggestions and directions are quite likely to be of no value, if not actually misleading and harmful. In the second-named class are often men of leisure, who have nothing to do but visit schools and interfere with teachers.

After observing the work in arithmetic of a graduate of a State normal school in a certain town, I asked, “Are you teaching number in accordance with the best light given you?” “I am not,” she frankly admitted. “Why?” I inquired. “Because the committee have their hobbies ; they claim to know how to teach ; they insist on their peculiar views being carried out, and to keep my position I do as I am directed,” she replied. As might be expected, the schools of that town were of a very inferior order.

In several cases, the schools of a town peopled by intelligent and well-to-do citizens were found to be in as poor a condition as they well could be, chiefly because the first thought of committees was for their personal popularity, political prospects, or reputation for economy and shrewd business management. When personal ends are uppermost, or when a false idea of

economy possesses the mind of the committee, the schools are sure to suffer.

Under the supervision of the committee alone, the care and control of the schools are usually assigned to different members, each one having charge of the repairs, fuel, employment of teachers and visitation of the schools in his section of the town. As a consequence, there results a great lack of unity, poor teaching is likely to go unnoticed, and necessary repairs and supplies have to wait till "a more convenient season."

In some towns the committee authorize one of their number to visit the schools regularly, say once a month, and report to the full board the condition and needs of the schools. This plan is an excellent one and works well, much better than the parcelling out of the schools among the different members of the committee; and the transition to superintendency is easily made.

In many towns women are elected to membership on the school committee. This course should be followed by all towns and cities. Women have fewer "axes to grind," and for various reasons make very useful members of a committee. In one town two out of three members were women, and the committee was one of the ablest and most progressive I have met.

#### WORK OF A SUPERINTENDENT.

Even when the town has the most efficient committee to be found, the supervision should be in the hands of a person trained for the business; one who has had large experience in teaching and is well grounded in the fundamental principles as understood by the ablest educational thinkers. He should be a man possessed of good executive ability, capable of directing all the forces that tend to make the school system complete. He should be able and willing to assist the committee in selecting the most promising candidates for teachers' positions, map out a well-arranged course of study, teach the teachers how to teach in accordance with correct pedagogical principles, and examine or oversee the examination of classes for promotion. He should preserve a unity from the lowest primary, or ungraded school, through the high school; should visit other schools and bring to his field the fruit of his study and observation, and elevate public sentiment on all school questions.

The following extract from a school report, written by a



member of the committee of twenty years' experience in one of our small towns, clearly states the need of a superintendent. After calling attention to the many duties required of a committee, he continues : —

To rightly perform these duties requires time, learning and experience. No member of our committee has time enough. They are engaged in occupations on which they are dependent, which require their constant attention. We are not egotistical enough to claim that we have a sufficient amount of technical learning adapted to this work, or the right kind of training for it. We are no worse than the average school committee ; better, perhaps, than some. Again, there can be but little unity of action. Our committee is divided into sub-committees ; to each is assigned a certain number of schools. They have not all the same ideas, nor do they supervise and direct in the same manner. There is liable to be a great difference in the work of schools in the same grade in different parts of the town. Again, with the cares of business engaging our attention, we are apt to live in the past and fail to keep pace with the progress in teaching. Some of the work we have mentioned, a school committee can perform. From that which it cannot perform, or can perform but poorly, it should be relieved. For the work from which the committee should be relieved, professional training is required. It is not a work that can be taken up in a day, or by every person. One should be adapted to the work, and then have education and training for it, as much as to be a teacher. Once fitted, that should be his profession. It is but recently that teachers have come to look upon their work as life work. So should the supervisor regard his.

It is not claimed that all superintendents are faultless, or are the help to a town they should be. Because an inefficient superintendent is now and then found, no more argues the system a poor one, than does a poor teacher prove all teaching a farce. School boards should select one as the other, — with the wisest wisdom and the most careful care.

Respectfully submitted,

WORCESTER, Dec. 31, 1888.

A. W. EDSON.



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D.

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REPORT OF G. T. FLETCHER,  
AGENT OF THE BOARD.

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# REPORT.

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*To the Board of Education.*

I commenced my duties as agent of the Board of Education in September, 1888, being assigned to the field comprising Berkshire, Franklin and Hampshire counties, containing eighty towns and one city.

The larger part of the towns in this section of the State being small, most of the schools are ungraded.

During the first four months of my service, comprising the time for which this report is made, twenty-eight towns were visited for the purpose of inspecting schools, holding teachers' meetings, and speaking to the people upon educational subjects of general interest.

Work has been planned so that towns whose schools have not been inspected by an agent of the Board for some years, might receive as early a visit as possible. My reception by members of the school boards has been most cordial, and the round of visits in their company has been pleasant, and, I think, mutually profitable. All teachers express a strong desire for more frequent visitation from representatives of the State and town having interest in the welfare of the schools.

When possible, a half day has been devoted to the inspection of a school, so that the methods of the teacher might be carefully observed and the general condition of the school noted. When two or more schools are in the same building, or are very small and near together, two have been visited during one session.

Some words of advice to the teacher, written or oral, with class exercises to illustrate methods of instruction, have been given as circumstances seemed to require.

## EXAMINATION OF SCHOOLS.

This has been conducted with reference to the condition of houses and out-buildings; furnishing, apparatus and supplies; temperature, ventilation and light of the school-rooms; attendance of pupils, courses of study, methods of instruction and discipline, and evidences of intelligent work upon the part of pupils.

Observation, questions and tests have enabled the inspector to speak intelligently at the teachers' meetings upon topics of special and general importance to the schools. These afternoon meetings, attended by all the teachers of the town, and generally by the school committee, have been devoted to a special consideration of the condition of the schools, commendation of good work, and advice regarding methods that can be improved. Committee and teachers ask questions freely, and give their opinions upon subjects considered.

These conference meetings have been very interesting and helpful to all parties represented. The evening meetings have generally been well attended when due notice had been given and the weather was favorable. The citizens have manifested much interest in the consideration of topics pertaining to the public schools, and their relation to the general welfare.

## CONDITIONS.

There are many poor school-houses, especially in the smaller towns. In these buildings it is difficult to secure proper temperature and ventilation. In some, the plastering is in bad condition. In more, blackboards are deficient in quantity and poor in quality. Apparatus and books of reference and for supplementary reading are often wanting. In quite a number of cases the out-houses are in a wretched condition, as regards convenience and decency.

Special attention has been called to these deficiencies and bad conditions, and improvements are promised. Some committees complain that the towns refuse to raise sufficient money to meet the necessities of the schools. Two replies are made to this excuse for neglect. Very few, if any towns, will refuse to appropriate sufficient money to meet absolute needs, provided these are made evident to the voters and are pressed

upon their attention. In the second place, it is the right as well as the duty of the school committee to provide for the welfare of the school children at public expense.

In the larger number of towns, the houses are in good condition, and the wants of the pupils are quite well supplied, indicating an appreciation of proper surroundings and educational appliances.

#### ATTENDANCE.

The number of pupils attending school, especially in the "hill towns," is much smaller than formerly, on account of the exodus of people to the cities and to the West. Many schools have an enrolment of from six to fifteen pupils, a few register forty; but the larger number have less than twenty, and the attendance is quite irregular. As very small schools are expensive and unprofitable, it has become a serious question in many towns what to do to reduce the number and increase the size of the schools. Two plans are suggested and in a few cases are being tried; both have advantages, depending upon circumstances, and there is generally some opposition to each plan from parents who cling with more persistence than good judgment to the old district school-house.

One plan is to unite two or more small schools, thus saving expense for teacher's wages and fuel, while increasing the length and value of the school. The other plan is to discontinue the small outside schools, conveying the pupils to and from a graded school at the centre of the town. The expense of conveyance under either plan will be less than the amount saved by reducing the number of schools, and will greatly increase their efficiency.

#### METHOD OF INSTRUCTION.

Seldom is any course of study provided for the rural schools by the committee, and the classification and method of instruction are determined, mainly, by the teacher, relying for success upon her experience, training and tact.

As small wages are paid for teaching, young, untrained, inexperienced teachers must often be employed. The "home talent" is represented by intelligent young women, who are generally earnest and faithful to the extent of their abilities.



Some trained and experienced teachers are found in the country schools doing good work.

A large number of copies of "Courses of Studies for Ungraded Schools," issued by the State Board of Education, has been distributed among the schools, and they are proving very helpful. In a few cases a second visit has been made to a school, and most encouraging improvement has been manifested.

#### BRANCHES OF STUDY.

Reading, one of the most important branches in any school, has been sadly neglected, so far as the right method is concerned. Hesitancy in calling words at sight, and lack of intelligent expression, are too often manifest. Books, two grades too high for the acquirement of the pupils, are in quite general use. Some good primary work is evident.

Arithmetic occupies more time in school than its importance demands. It may be taught so as to be valuable as a source of knowledge and as a means of mental development; but, as at present taught in graded and in ungraded schools, it is wasteful of time and strength, considered with reference to results obtained.

Language is better taught in some respects than formerly, especially to the lower classes. More attention is paid to correct speaking and writing, but the older pupils lack practice in synthesis of sentences and in the application of the principles of technical grammar.

Geography shows some improvement in methods and results, the tendency to use topics instead of "questions and answers," the introduction of home geography and the rejection of minor details, being evidence of progress.

Industrial drawing receives but little attention in most towns, as the committees make no provision for it, and few teachers are able to teach the subject intelligently. With a good course of study in the hands of every teacher, to supplement instruction given by Mr. Bailey, the work can be gradually introduced and successfully continued.

In temperance instruction there is a wide diversity of work and results. Text-book lessons are not often satisfactory as regards knowledge of physiology or temperance principles. Several causes may be assigned for a lack

of success: text-books imperfectly adapted to the subject, lack of time, and unsatisfactory teaching. But little technical physiology can be taught to young pupils, and but little is needed as a basis for temperance instruction, and this must be simple and true. Facts drawn from science and observation, stories that contain a temperance lesson, the example and words of a teacher thoroughly imbued with the spirit that desires to save the children from the dire evils of intemperance, can and do accomplish much in the line of temperance work. Most teachers desire to meet the requirements of the law and are in sympathy with its purpose, but many feel uncertain regarding the best method of work. The subject is new in the schools, and time will be needed to develop the best plans. Good results are manifest in many schools.

#### SUPERINTENDENCE.

The laws of the Commonwealth wisely recognize the necessity of placing the public schools under the "charge and superintendence" of competent persons, whose duties are defined by statute. The duties most important are specified in sections 28 and 31 of the school laws, relating to the examination of teachers and the inspection of schools. Inquiry shows that in many towns little attention is paid to the "personal examination of teachers, to ascertain their qualifications for teaching and capacity for the government of schools." An examination of school registers reveals the fact that there is much less official visitation of schools than the law demands.

While some members of many school committees give as much time to inspection as their other duties will allow, and perhaps more than the town pays for, it is very evident that much more careful supervision is needed. Parents, teachers, and the most intelligent and faithful committees, realize the pressing need of more school visitation.

The State aid to small towns, uniting for the purpose of employing a superintendent of schools, and the additional sum given to such towns to increase the salaries of teachers, is one of the wisest provisions made by the Commonwealth for the improvement of the common schools. Many towns are taking steps to secure the benefits of the law.

Further inspection of the larger towns in this field will

undoubtedly furnish material for a more favorable report. Though in many respects the country schools are not doing so good work as is needed, in a few towns, where the schools are partially graded, methods and results will compare favorably with the best found in the large cities, and there are encouraging signs of progress in some directions.

G. T. FLETCHER.

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E.

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INDUSTRIAL DRAWING.

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REPORT OF HENRY T. BAILEY,

AGENT OF THE BOARD.

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# REPORT.

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*To the Board of Education.*

In this, my first annual report, I propose to make a statement of what the Commonwealth is doing to comply with the spirit and letter of the Act of May 16, 1870, and of the present condition of the State with regard to industrial drawing; also to give a brief account of my own work during the past year.

A knowledge of industrial drawing is disseminated throughout the State by four related institutions: —

*First*, The acknowledged leader in industrial art education, and the source from which the other institutions of the State are supplied with trained drawing teachers and supervisors, is the State Normal Art School.

*Second*, Next in importance are the normal schools, in which teachers are so trained that they can teach industrial drawing in the common schools, just as other subjects are taught.

*Third*, In the cities and towns of ten thousand or more inhabitants are free evening drawing schools, where persons engaged in teaching may receive instruction, and where all who feel the need of the training which these schools afford may obtain it, regardless of their age or occupation.

*Fourth*, Scattered throughout the State are the public schools, where the subject is taught by the regular teachers, occasionally under the supervision of a specialist.

To ascertain the condition of these institutions, and their ideal and actual relations, seemed to me to be the first duty.

### THE STATE NORMAL ART SCHOOL.

This institution is doing a grand work for the State, and is deserving of full confidence and liberal support.

It furnishes the normal schools with their teachers of drawing, supplies teachers for the free evening drawing schools, and supervisors of drawing, and special teachers for all grades of the public schools; besides sending its students to fill responsible positions in academies, colleges and universities in our own and in sister States.

Early in the year several visits to the school and conferences with the principal and teachers resulted in completely harmonizing my work with that of the school. An outline of a complete, graded, primary course was agreed upon, as a basis for the instruction in industrial drawing in the school and throughout the State. Later, a meeting of the normal drawing teachers was held and the various courses of instruction compared. They were found to be in harmony with each other and with the course outlined, so that, however much the individuality of the different teachers may cause variations in the details of their work, the spirit and general plan underlying all the instruction are the same.

### THE STATE NORMAL SCHOOLS.

Each of the five normal schools has been visited during the year.

The results attained by these schools in the department of drawing are as good as can be expected under existing conditions. The pupils are required to take careful notes of an outline course for public schools; are instructed in the methods of teaching; have practice in making the different kinds of drawings required in public school work, and in presenting the various subjects to their classmates in teaching exercises.

It seems desirable that some uniform time limit be arranged for lessons in drawing in all these schools. At present, the time allowed varies from forty minutes a week to two hours

and forty minutes. With such differences uniform results are not to be expected. A free interchange of thought among the teachers, and a frequent comparison of results, might be of mutual benefit. Each teacher excels in some one particular, and obtains commensurate results; and, so far as possible, the knowledge of how to obtain the best results should be made common property.

#### THE FREE EVENING DRAWING SCHOOLS.

The condition of these schools may be best understood by reference to the following table of statistics gathered after the close of the session of 1887 and 1888:—

## FREE EVENING DRAWING CLASSES. — SESSION 1887-88.

CITIES AND TOWNS REQUIRED BY LAW TO MAINTAIN A FREE EVENING DRAWING SCHOOL.			Number of schools.	Number of weeks in session.	Number of evenings per week.	Total number of pupils.	Males.	Females.	Average age.	Number in freehand classes.	Number in mechanical classes.	Number of teachers.	Pay of principal per evening.	Pay of assistant per evening.
1	Attleborough,	.	†	—	—	—	—	—	—	—	—	—	—	—
2	Boston, .	.	5	21	3	789	676	113	20	370	419	23	\$10 00 <sup>1</sup>	\$5 00
3	Brockton, .	.	1	20	4	55	35	20	19	33	22	2	4 50	(?)
4	Cambridge, .	.	1	25	4	216	162	54	18	122	94	5	6 00	3 00
5	Chelsea, .	.	1	13	2	110	80*	30*	20	73	37	2	5 00	2 00
6	Chicopee, .	.	1	10	4	72	72	—	18	39	33	1	5 00	—
7	Fall River, .	.	1	16	4	167	130*	37*	17	130	37	6	5 00	3 33
8	Fitchburg, .	.	1	24	3	69	51	18	19	(?)	(?)	1	4 00	—
9	Gloucester, .	.	†	—	—	—	—	—	—	—	—	—	—	—
10	Haverhill, .	.	1	20	3	42	14	28	(?)	32	10	3	4 00	2 50
11	Holyoke, .	.	†	—	—	—	—	—	—	—	—	—	—	—
12	Lawrence, .	.	1	20	2	100	100	—	26	15	85	4	(?)	2 00
13	Lowell, .	.	1	20	4	445	229	216	19	281	164	14	7 00	3 50
14	Lynn, .	.	1	25	4	189	64	125	(?)	144	45	5	5 00	2 12
15	Malden, .	.	1	22	2	100	68	32	19	51	49	3	5 00	3 50
16	Marlborough, .	.	†	—	—	—	—	—	—	—	—	—	—	—
17	New Bedford, .	.	1	21	2	70	61	9	25	27	43	3	6 00	2 50
18	Newburyport, .	.	†	—	—	—	—	—	—	—	—	—	—	—
19	Newton, .	.	1	13	3	10	10	—	25	—	10	1	2 00	—
20	Northampton, .	.	8	—	—	—	—	—	—	—	—	—	—	—
21	Pittsfield, .	.	1	20	4	125	50	75	25	(?)	(?)	1	4 50	—
22	Quincy, .	.	1	26	6	76	76	—	24	—	76	2	6 00	4 00
23	Salem, .	.	1	18	2	153	94	59	18	104	49	5	6 00	4 50
24	Somerville, .	.	1	18	2	83	42*	41*	(?)	83	—	2	5 00	3 00

25	Springfield,	.	.	.	1	19	4	162	135*	27*	22	-	162	1	5 00	-
26	Taunton,	.	.	.	1	16	3	249	160	89	23	167	82	8	4 00	2 50
27	Waltham,	.	.	.	1	21	2	59	32	27	23	30	29	2	5 00	2 50
28	Weymouth,	.	.	.	†	-	-	-	-	-	-	-	-	-	-	-
29	Woburn,	.	.	.	¶	-	-	-	-	-	-	-	-	-	-	-
30	Worcester,	.	.	.	1	17	2	209	174	35	25	71	138	6	6 00	3 67
	Totals,	.	.	.	26	119	103	3,550	2,515	1,035	101	1,878	1,672	100	5 24	3 10

\* Estimated.

+ Nearly.

° Average.

<sup>1</sup> In Boston an acting principal has charge of each school, and receives \$6 per evening. In addition, a supervising principal is employed, who receives \$10 per evening. CONDENSED FROM THE RETURNS.—† No evening drawing classes. ‡ Has been a class until this year; lack of interest; few applicants. § Has been; but no demand for one this year. ¶ Opened; only two applicants; so closed.



It will be seen by this table that these schools are, in the main, appreciated. In absence of statistics gathered during previous years, any comparison between the past and present condition of the schools is impossible; but, judging by the statements of those in charge, their pupils increase in numbers and proficiency each year.

Many public school teachers avail themselves of the opportunity which these schools afford to obtain a thorough knowledge of freehand and mechanical drawing. This results, invariably, in a marked improvement in the work of these teachers in their own schools; for the same principles underlie the work of all grades, — the subject-matter alone changes.

### THE PUBLIC SCHOOLS.

The Act making drawing a required study in all the public schools of the State has now been on the statutes for more than seventeen years.

In order to ascertain to what extent the law has been complied with, early last spring blanks were sent to the committees of every city and town in the Commonwealth, with the request that they be filled out and returned. The following is the result: —

Whole number of cities and towns,	. . . . .	351
Number making return,	. . . . .	272
Number not heard from,	. . . . .	79
Number in which drawing is taught,	. . . . .	181
Number not requiring it,	. . . . .	91

Judging by the returns, it is safe to assume that the towns not heard from, as they are the smaller towns, do nothing whatever with the subject. This leads to the conclusion, that, of the 351 cities and towns of the State, 170 have given the subject no attention as yet, while 181, or a little more than one-half, teach the subject with varying degrees of thoroughness.

Foot-notes upon the returns from some of the smaller towns reveal the fact that drawing is still looked upon as a fine art for the gifted few, — of no practical value whatever to ordinary people. In others it is tolerated, but valued only as something to amuse the children and occupy their spare time during their first uneasy years in the school-room.

In the schools of the larger towns and cities, however, industrial drawing is quite firmly established as one of the regular studies.

My work, therefore, naturally includes both instruction and inspection.

Cities and towns in which drawing is taught may be classified according to the amount of skilled supervision which the subject receives in their schools. There are three distinct classes : —

1. Those having a supervisor of drawing. 2. Those having a superintendent of schools. 3. Those having neither superintendent nor supervisor.

1. The best results are almost invariably secured, where, in addition to the regular superintendent of schools, a supervisor or teacher of drawing is employed. There are about forty such in the State. They are working faithfully and enthusiastically ; and, as a result, a gradual improvement is noticeable each year in their methods of teaching and supervising, and a corresponding improvement in the character of the results obtained.

The testimony of the most successful supervisors seems to establish the theory that the duty of the “special teacher of drawing” should be that of assisting the regular teachers in their work, rather than that of teaching the pupils directly. Most satisfactory results have been obtained where the supervisor has devoted a part of his time to planning the work of the teachers, and holding grade meetings at regular intervals for mutual assistance. The supervisor of drawing should cause his teachers to feel that he is in hearty sympathy with them, and that his only aim is to assist them. He should lead his pupils to love and respect him. He should be ever ready to see the good points in a drawing and to speak of them encouragingly, and endeavor to be considerate and helpful, never harsh in his criticisms.

2. Next to the supervisors of drawing, school superintendents have the most potent and beneficent influence upon the work of both teachers and pupils, and from superintendents the most urgent calls for assistance have been received. They have seen that copying produces many evils, — slow work, loss of time, lack of thought. They have also seen how valuable draw-

ing may be made as a means of developing the mind, and have welcomed whatever has promised to be of assistance.

In visiting a town upon invitation of its superintendent, three things have been noticeable: the interest manifested by the teachers in their regular work, the enthusiasm with which they take part in any proposed exercise, and their willingness to attempt whatever is suggested by their superintendent, or by another countenanced by him.

3. In towns where there is no systematic supervision, usually the subject of drawing receives but indifferent attention. Some teachers, who appreciate its value and enjoy teaching, give regular exercises; while others, who have "no talent for drawing," seldom if ever have stated times for even going through the form of having a drawing lesson. The pupils are furnished with copy-books, and they "draw them through," taking the time when they feel like it, or have nothing else to do.

Experience has led to the following conclusions: —

*First*, There seems to be a lack of definite aim in the teaching of drawing, or a misconception of the ends to be secured by its study.

Industrial drawing is not to be taught in the public schools simply for the sake of making a show of complying with the law. It is to be taught because of its three-fold value: as one of the best studies for mental discipline; as a practical language for every day use; and as a most efficient means for refining the taste. The study of this subject should develop all the powers of the pupil. Unless it trains him to use his eyes and hands to better advantage; unless it trains him to think; unless it educates his taste, and creates in him a love for that which is truest and best, — it has little claim to a place in the public school curriculum, or to the time required for its proper pursuit.

*Second*, Too many cities and towns have no logical course of instruction for all grades.

No real development is possible when a pupil plays with clay during his first year in school, copies lines for a year or two, and then begins to struggle with light and shade from the flat in the high school. A well-graded logical course of study is an absolute necessity, not only that the teacher may know

what he is to teach, but that he may have some definite standard by which to measure his work.

*Third*, There is a lack of necessary appliances for the proper presentation of the subject.

The Secretary of the Board says, in the Fiftieth Annual Report : —

Through our experiences we learn that knowledge of all kinds is occasioned by the presence to the mind or in it of the objects of knowledge.

One of the principles of teaching, then, is found in that law of the mind which limits its activity in acquiring knowledge to objects in its presence. This principle is fundamental, and no act of the teacher in which it is not employed should be called teaching. It requires that whatever is to be made the object of study shall be brought into the presence of the learner's mind.

This principle is entirely ignored in much of the so-called teaching of drawing.

Drawing is essentially the study of things, — how things are, how they appear, whether they are beautiful, how they may be represented. Yet, of the 181 towns which report that drawing is taught, only 28 supply their pupils with models, from which they may discover for themselves the facts of form and so know them. Forty-eight others have a few models for the teacher's use, which of course is far better than having no models at all; but, judging by the figures and by personal observation, it is safe to affirm that in only about one town in seven are the pupils taught objectively. In the other towns, after all that has been said of late about this sort of teaching, the pupils are still allowed to copy the diagrams of the book, and left to believe that they are learning to draw.

Copying has a certain value, but it is slight in comparison with that of drawing directly from the object. When a child makes a copy of a given figure in his drawing-book, what is the object presented to his mind? A certain combination of lines. He may be told that it represents — more often he is told that it is — a “hollow cylinder” or a “mortise and tenon;” but, unless he knows the object, the lines can convey no real meaning to him. By some means his mind must be brought into contact with the realities which the pictures in the book are intended to represent.



*Fourth*, The pupils should often be required to make drawings upon blank paper, directly from an object.

Such exercises develop self-reliance, for each pupil must decide for himself the position and size of his drawing, the proportion of each part, and the kind of line best suited to express the character of the object.

At present pupils are required to do but little, for in their drawing-books almost everything is done for them. The necessity of seeing the form is obviated by numerous sketches; guide points and construction lines abound; and any pupil who has studied a half dozen typical forms in the primary school can "draw through" almost any drawing-book now published, simply by following the directions and copying what is before him. This state of affairs is destined to continue until teachers have a sufficient knowledge of drawing to teach it confidently, or until books on drawing adapted to the needs of teachers are published for their exclusive use.

*Fifth*, Drawing is only nominally a required study.

Pupils are required to complete a certain number of drawing-books, but their rank in drawing, if they are ever ranked, has no effect on their term standing. As a rule, no examinations are given in drawing, no tests of any kind; nothing said about it when pupils pass from one school to another, or from one grade to the next. The rule as it stands now is understood to read something like this: You must take drawing, but it makes no difference whether you learn to draw anything or not.

Regular examinations should be given in this study as well as in all others. A pupil's "per cent.," or "standing," or "rank," or "mark" should be affected by his work in drawing just as it is by his work in arithmetic or geography.

The defects which I have endeavored to point out are general. There are cities or towns where they may not all exist, but such places are rare exceptions.

The work of the past year has been enjoyable because of the manner in which it has been received by superintendents, school committees and teachers.

An earnest spirit of investigation, and a desire to know the best methods of teaching, seem to pervade all who are connected with the public school work. As a result, the least assistance has been received with evident thankfulness.



In the larger towns where drawing is already taught, the plan has been to visit with the superintendent at least one school of each grade, note the number of pupils, observe the methods of the teacher, and examine results, and thus obtain a general idea of what is being done ; then, to hold a teachers' meeting.

These meetings have usually been held at four o'clock, although in a number of instances the schools have been closed for the afternoon and the meeting called earlier. They have averaged about one hour and three-quarters in length. At these meetings the subject-matter of drawing has been considered, the ends to be secured emphasized, and methods of teaching illustrated, — often by having the teachers actually do those things which they are to require of their pupils. The teachers have always been found ready to enter heartily into these exercises, and to ask questions. The condition of the drawing in the schools has then been considered. That which was worthy has received commendation ; the defects have been pointed out, and their remedies suggested ; the aim has been to help the teachers to make the best use of the means at their command, rather than to engender a spirit of dissatisfaction with existing conditions.

The number of meetings held in a town has varied from one to ten, according to the adjudged requirements. In three towns only have ten meetings been held. These were large towns with from fifty to one hundred teachers each, and no supervisor.

In smaller towns, where no superintendent of schools is employed, the plan has been to visit as many schools as possible with one member of the committee, and afterwards to hold a meeting of from one and one-half to three hours in length. These meetings have been particularly worthy of note, because of the interest manifested, not only by the teachers, but by pupils, parents and school committees. Often the room has been entirely filled. In such cases the audience has been divided into groups and seated accordingly. The school committee, parents and other adults form a group of spectators, the teachers and those who take notes form another group ; and the class, usually composed of pupils ranging in age from six to sixteen years, forms a third group. The class does the work, — uses clay, makes drawings, and in other ways follows directions and

illustrates methods. The notes made by the teachers during one class exercise are supplemented by others dictated during the short intermission while the class is preparing for the next exercise.

This kind of work has awakened a lively interest in the subject of drawing, and has often led committees to purchase some of the necessary materials for the use of the schools.

These smaller towns need supervision. If they would avail themselves of the liberal offers of the State, and, by uniting into districts, secure the services of a superintendent, their schools would give them more satisfaction, and produce better results.

A remark similar to this is often made: "If you could only come to see us about once a month, to encourage us and keep us working in the right direction, we could do something in drawing." This seems to be a direct testimony to the value of general supervision; for, if supervision favorably affects one department of study, it will have a like effect upon all.

Without further note, my plan for the coming year may be briefly stated to be: to harmonize so far as possible the instruction in those places where drawing is already taught, to advocate the objective method of teaching it, and to endeavor to lead those towns not complying with the law to see the value of industrial drawing, and to make it one of the regular studies in their public schools.

Respectfully,

HENRY T. BAILEY.

NORTH SCITUATE, MASS., Dec. 31, 1888.

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F.

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OUTLINE

OF A

COURSE IN DESIGN FOR THE PUBLIC SCHOOLS,

WITH NOTES AND ILLUSTRATIONS.

By HENRY T. BAILEY,

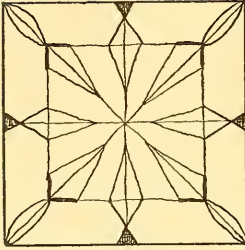
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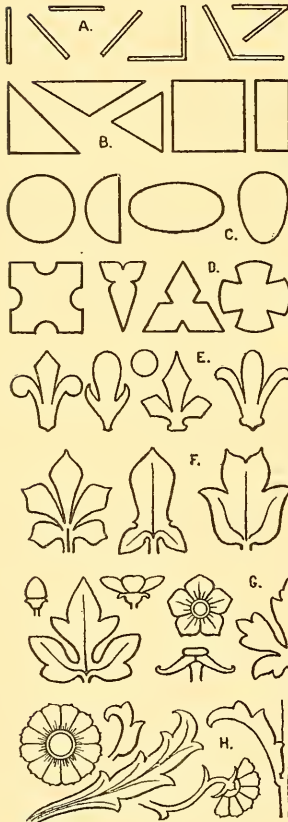
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PLATE I.

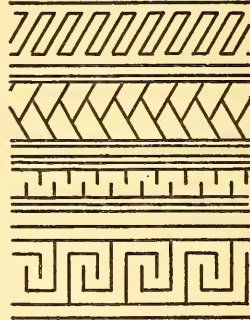
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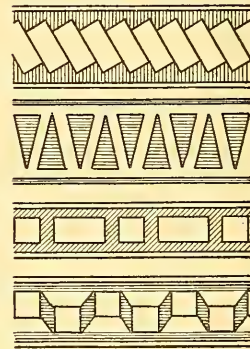
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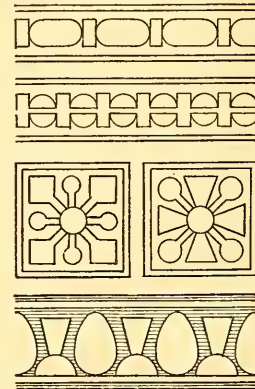
15.



16.



17.



# OUTLINE

OF A

## COURSE IN DESIGN FOR THE PUBLIC SCHOOLS.

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Obviously the simplest kind of design is the mere repetition of cuts or marks, as found among savage tribes of all countries.

Beginning with this, then, and following the development in logical order, we have as units : —

- I. LINES AND ANGLES.
- II. GEOMETRIC FORMS.
- III. MODIFIED GEOMETRIC FORMS.
- IV. UNITS SUGGESTED BY PLANT FORMS.
- V. PLANT FORMS CONVENTIONALIZED.
- VI. NATURAL FORMS, AS SHELLS, HORNS, SKULLS, BIRDS, ETC.
- VII. THE HUMAN FIGURE.

Considering this classification as a basis, a logical course fitted for public school work would be : —

### FOR PRIMARY AND GRAMMAR SCHOOLS.

#### FIRST YEAR.

*Units* : Colored sticks. (Plate I., Fig. 14 A.)

*Arrangements* : Repetition.

#### SECOND YEAR.

*Units* : Straight-line geometric forms of paper or card-board. (Fig. 14 B.)

*Arrangements* : Repetition and alternation.

#### THIRD YEAR.

*Units* : Straight and curved line geometric forms and their combinations. (Fig. 14 C.)

*Arrangements* : Repetition, alternation and symmetry.

#### FOURTH YEAR.

*Units* : Modified geometric forms. (Fig. 14 D.)

*Principles* : Order and contrast.



## FIFTH YEAR.

*Units:* Modified geometric forms combined. (Fig. 14 E.)

*Principles:* Strength, unity and variety.

## SIXTH YEAR.

*Units:* Conventionalized leaves. (Fig. 14 F.)

*Principles:* Growth, distribution.

## SEVENTH YEAR.

*Units:* Conventionalized plant form. (Fig. 14 G.)

*Principles:* The foregoing principles applied in bi-symmetric arrangements.

## EIGHTH YEAR.

*Units:* Conventionalized plant form. (Fig. 14 H.)

*Principles:* The principles applied in balanced arrangements.

## NINTH YEAR.

*Units:* Geometric natural and conventional units.

*Principles:* Those to be considered in practical applied design; as in designs for painted tiles, embroidery patterns, borders, prints, etc.

A supplementary course for the high school would be as follows: During the first year, botanical analysis: review of elementary design, and applied design in which comparatively little practical knowledge of construction is necessary; as for embroidery, china decoration, simple wood carvings, fret-sawing, and other handwork.

During the second year, botanical analysis: methods of construction preparatory to applied designs for iron-work, cast and wrought; printed dress goods, book-covers, borders, etc.

During the third year, study of plant and animal form: methods of construction preparatory to applied design for relief work for plastic material; wood, metal, etc.; wall-paper, cretonnes, etc.

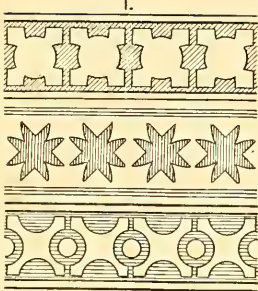
The aim in all this work in design should be to refine and educate the pupil's taste, to teach correct principles and their applications, not simply to obtain "original designs."

With such a logical course as this, designs like Fig. 13 will be impossible. Good educational work in design can be done in every grade, from the lowest primary to the highest secondary; and, what is of equal importance, every pupil can do the required work and so be benefited.

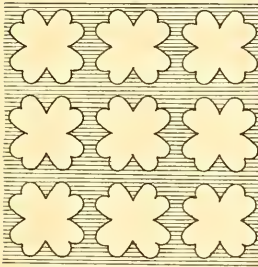
Upon Plate II. will be seen a few of the many designs made by pupils during their early years in school. They are reproduced here for the purpose of illustrating the fact that very

PLATE II.

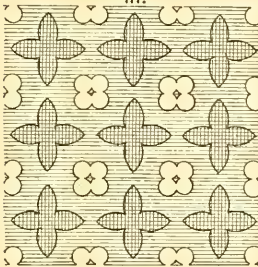
FIG. 1.



II.



III.



IV.

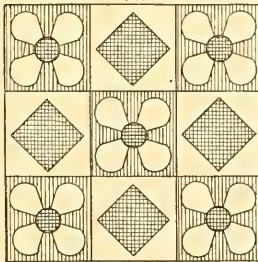
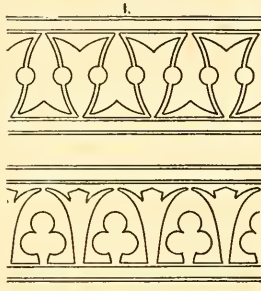
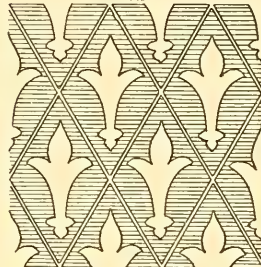


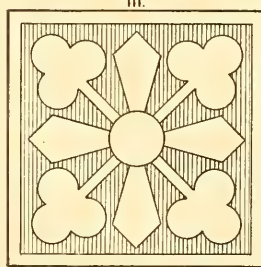
FIG. 2.



II.



III.



IV.

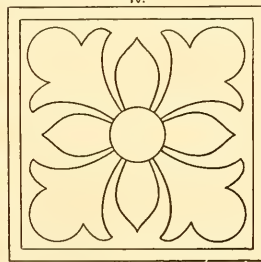
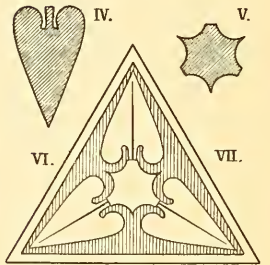
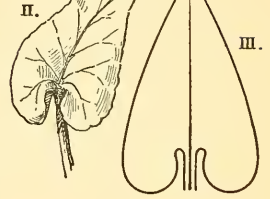
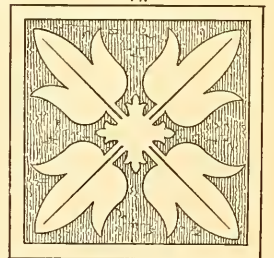


FIG. 3.

LOGICAL STEPS  
IN DESIGN.



A.



B.

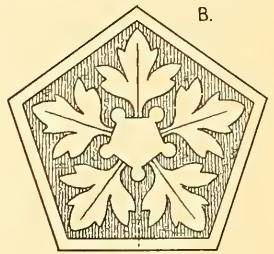
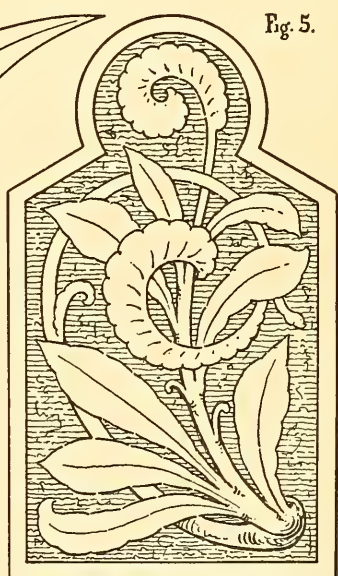
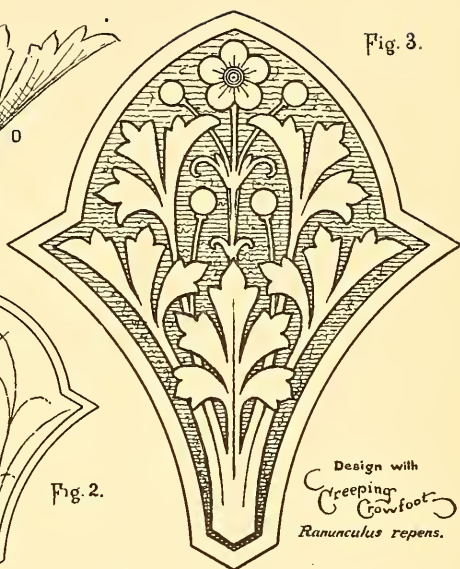




PLATE III.







young pupils can be taught to make designs, good in arrangement and correct in principle and pleasing in effect. The half tinting indicates color.

Fig. 15 illustrates first-year work with sticks and splints. The designs during this year should be arranged with sticks, and then put into a permanent form by the use of strips of colored paper or card.

Pupils should be taught to make orderly arrangements, and to be scrupulously neat in pasting the units upon the mounting.

Fig. 16 illustrates second-year work. During this year the pupils use tablets, card-board or paper forms in arranging their designs. When the design is satisfactory it is drawn by the pupil, and afterwards constructed by him from his drawing. Pupils should be taught to make orderly arrangements, harmonious in color, to be accurate in cutting the units and neat in pasting them.

Fig. 17 illustrates the work of the third year. The pupils are now taught not only to use each simple geometric form as a unit, but to combine two or three of these forms to make one unit. For example: In the first border in the figure the geometric units used are squares, oblongs and semi-circles, a square and two semi-circles forming one unit. This, alternated with the oblong, forms the border. During this year the pupils for the first time study the radial arrangement of units. They should be taught to keep these arrangements very simple; to place a few forms well, and to thoughtfully consider the shape and size of the central unit. In constructing their designs, they should be taught to prefer quiet harmonies in color rather than glaring contrasts.

Fig. 1, Plate II., illustrates the fourth-year work. The borders are from Lowell; Nos. II. and III. from Springfield, and No. IV. from Fall River.

Fig. 2 illustrates fifth-year work. During this year the pupils study bi-symmetric forms, and use them as units in their designs. No. I. illustrates horizontal arrangement; No. II. (from Springfield), a surface pattern; Nos. III. and IV. (from Fall River), radial arrangements.

Fig. 3 illustrates the work of the pupils during their sixth year of school life. Instead of geometric forms, natural forms

are used as the basis for ornamental work. The order to be followed in producing designs of this kind is:—

I. Thoroughly understand what is required; the shape of the space to be ornamented; the character of the units to be used, etc., and select materials.

II. Make a careful drawing of the natural leaf selected (Fig. 3, No. II.).

III. Conventionalize it (No. III.).

IV. Cut from paper a number of the conventional forms (No. IV.).

V. Arrange the forms, and decide upon the shape and size of a central form (No. V.).

VI. Draw in order, enclosing form, radiating lines, units, centre.

VII. Line in, and finish by half tinting the ground or the units, or by coloring.

The design may be constructed of colored paper, or traced upon cloth and embroidered, or applied in any suitable way to the object it was intended to decorate.

A represents a design made by a pupil in Springfield according to the above outline; and B, one from Lowell.\*

Figs. 1, 2 and 3 upon Plate III. illustrate the work of the seventh year. The pupils have now advanced to the study of leaves, buds and flowers (*a, b, c, d, e*). They draw these directly from the natural forms, and then conventionalize them for use in design (*b, c, d*). Fig. 2 shows an enclosing form with the main lines sketched. Fig. 3 shows the completed design.

During this year the pupils study critically the growth of natural forms,—particularly the arrangement of leaves and flowers upon stalks, the relative sizes of leaves and flowers, and of stems and branches.

Figs. 4 and 5 illustrate the eighth-year work. This grade of work demands the closest observation of nature, the most thoughtful planning and skilful drawing. At present it is seldom undertaken during the eighth year, because of lack of training in the lower grades.

Before requiring the pupils to produce a finished design of

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\* All the designs from Springfield were kindly furnished by the supervisor of drawing there, Miss L. E. Fay; and those from Fall River by Miss K. E. Shattuck, the supervisor of drawing in that city.

this character, they should be required to study a number of good examples, analyzing them, sketching main lines and units. Their attention should be called to the radiation of parts, the beauty of enclosing lines (*a*), and the harmony and contrast observable in the arrangement of curves (*b*). They should study the growth of single sprays, and conventionalize them (*c*), and sketch a large number of selected and original main lines (*d*), for main lines are of first importance in this variety of design.

Fig. 5 is a design from the lobelia.

In every grade, to insure good results, the teacher must plan each lesson carefully. He must know every step of the way, and be sure that the stairway to the desired "landing" is perfect, — all the "risers" equal and no "treads" missing.

A similar order should be pursued in what is usually called applied design.

We must study examples of good applied design. We must know every possibility of our material and every limitation imposed by the process of manufacture. For example, before a practical applied design for cast metal can be produced by a pupil, he must know something of pattern making, mould making, casting and the strength of the material. Each metal has its appropriate treatment, each wood its suitable position. The seven steps in applied design are as follows: —

I. Consider well what is required and in what medium it may be best rendered.

II. Consider the available material, — its strength, texture, etc.

III. Know the entire process of manufacture.

IV. Plan the design, considering size, shape, main lines, units, etc.

V. Sketch the main lines.

VI. Sketch the clothing of the lines.

VII. Finish the design.

"But how many such designs ought a pupil to produce in a year, if he has to know all these things?" somebody asks. I answer: "The knowledge gained by the pupil, and the training he receives in producing one practical applied design, after this fashion, will be worth more to him and to his teacher than ten or ten times ten of the theoretical variety." Try it, and see.



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G.

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NATURAL HISTORY CAMP

AT LAKE QUINSIGAMOND IN WORCESTER.

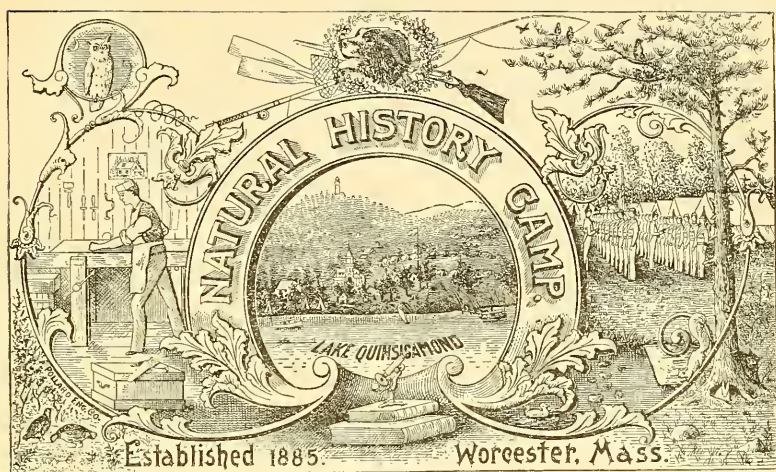
By E. H. RUSSELL.

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By E. H. RUSSELL.

For three or four years past there has been maintained during the midsummer season, on the shore of Lake Quinsigamond in Worcester, a holiday camp for boys, which has attracted attention and awakened interest to such an extent that a brief history of its aims, methods and results may be acceptable to many who are concerned with the work of general education, especially, perhaps, to those who are engaged upon the problem of enlarging the scope of early training.

In order to make clear the origin of the project, it is necessary first to give a short sketch of the Worcester Natural History Society, the organization under whose auspices this camp has been established and carried on.

Somewhat more than a generation ago there was formed in this city a local association of young people with a taste for the natural history sciences, having for its modest object mutual sympathy and aid in the study of nature. The society was composed in general of bright and aspiring young persons of a studious turn, who occupied their leisure in collecting specimens, preparing oral or written reports upon them, and storing them up in cases. In the course of years a respectable museum has thus grown up, which in some departments is now so full

and well arranged as to have received the commendation of eminent scientific men. This museum is the most substantial and measurable of the results which the society has to show, but not a few of its past and present members feel that they owe to its meetings the enjoyment of genuine educational advantages, such as could hardly be found in schools, as well as many hours of wholesome pleasure. The association has never cherished a purpose so ambitious as that of training professional naturalists. It has aimed rather to interest large numbers of those whose regular occupations allowed but a limited time for other pursuits, and to give to such a safe and inspiring start, which could be followed up by further study if circumstances favored. It has aimed to diffuse in the community a better knowledge of nature and better methods of studying nature. To this end, in addition to public meetings held monthly, lectures, singly and in courses, have been given every winter by prominent men of science ; and since 1880 free classes in botany, mineralogy, microscopy, and many kindred subjects, have been maintained, with an aggregate membership of hundreds of students, who received instruction from teachers of recognized ability, nearly all of whom gladly gave their services.

At the same time the museum has been made a place of popular resort, especially for children. It has been in charge of a custodian of a hospitable and kindly temper, who has been able and willing to answer questions, and in consequence its attractiveness as well as usefulness has been enormously increased. Its specimens have even been lent freely to teachers of the public schools, after the manner of a circulating library, to serve as illustrations of object lessons to children. Each succeeding year has witnessed not only a great increase of membership in the society, but also a corresponding enlargement of its work.

All this, of course, implies good management. The board of directors has been composed of intelligent and public-spirited citizens, whose names commanded general respect and confidence, and whose policy has been such that men of means have given liberally from year to year to support the enterprise. The paramount good fortune of the society, however, is in its president, Dr. W. H. Raymenton, a man of remarkable energy, enthusiasm and resources, filled with the design of making the study of nature popular among the masses, and able to present

and urge his plans with so much tact and persistence as to gain the co-operation and secure the pecuniary aid necessary to carry them out. But for his zeal and labor, it is simple truth to say, the society could not have attained its recent prosperity, and the summer camp we are about to describe would not have been established. The camp is in fact a natural outgrowth of the policy which has animated the society for the past eight years; namely, that of providing for young people opportunities, suggestions and aid in following out that active experimental study of Nature in her out-door haunts, which has such perennial attractiveness for children and youth. In teaching the classes referred to above, the objects of study, as insects, birds, plants, etc., were first brought into the class-room; from this it was an easy step to field work and field meetings; then came the larger movement to take the field wholly, "abjuring all roofs," and thus we have arrived at the camp.

The president declares that his only policy has been to ascertain and meet a demand, to advance along the lines of least resistance, to follow the direction pointed out by the natural and spontaneous movements of youthful instinct, to clear and deepen the channels of constant and prevailing activities; in a word, to make a virtue of the necessity imposed upon boys by their very organization. This, according to the president, is the open secret of whatever success has been attained.

It was observed that the months of July and August are largely a period of idleness or of undirected and purposeless activity on the part of numbers of boys, whose residence in the city affords little or no opportunity for any profitable or even interesting employment of the weeks of leisure forced upon them by the long vacation. Boys are generally eager to be occupied, but they have not the ability or experience requisite for selecting the objects or devising the methods best calculated to gratify even their own inclinations. Their impulses are right, in the main, but they lack power to guide these impulses into paths that lead to their proper gratification. This guidance is what should be supplied by parents and teachers; but, in supplying it, care must be taken not to oppose or thwart the impulse itself. You may attach useful machinery to the engine, but you must not overtax its power, and you must do nothing to check the fire under the boiler. Such has been the



simple key-note of this holiday camp. The object has not been to establish a school here,—not even a “summer school,”—but simply a camp, with the usual features of a camp modified to suit the needs of a large number of boys. Two fundamental points have been specially observed: first, to offer a great variety of occupations; and, second, to allow much individual freedom of choice from day to day. Boys relish instruction and they relish work, but they do not like a great deal of either; they are fond of play, but they do not wish to play all the time; they take readily to order and system, but they dislike to yield all their activity to the demands of unrelenting order and system. Now for the methods whereby these principles have been carried into practice.

*First*, The camp is very favorably located for its purpose, and yet is not too far from the thickly settled part of the city. Although it is out of sight and hearing of the town (even the heaviest steam-gongs sound faintly to the ear), it may be easily reached by public or private conveyance or on foot. Boys walk the distance, leisurely and sociably, in about an hour. The tract of land occupied is the property of the society,—being the gift of a public-spirited citizen of Worcester,—is of ample area (forty acres), and presents every desirable diversity of surface. From the gravelly shore of the lake it rises fifteen or twenty feet and forms a comparatively level terrace upon which nestles the little village of tents, some sixty or seventy in number, dignified and made to wear an aspect of unity by the more substantial Dodge Pavilion, also a gift, and the workshop. Back of this, to the westward, is a wall of steep and rocky hillside, covered with a thick growth of forest trees and underbrush, forming a natural shade, “woods over woods in gay theatric pride,” and culminating in Wigwam Hill, which mounts to a height of more than two hundred feet above the water, and affords a beautiful view of the lake and its surroundings to the east and south for many miles. The whole neighborhood is a haunt and nesting place for birds, a rural and sylvan solitude, though within the boundaries of a city of eighty thousand inhabitants.

*Second*, The conditions of physical comfort and well-being are regarded as indispensable. Plenty of wholesome food is furnished, and cool drinking water is always at hand in



abundance. Comfortable lodgings are provided, in army tents of moderate size, properly located and pitched, and well floored and drained, with good beds and bedding. Other furniture is at the option of the occupant of each tent; he may make, as many do, bedstead, chairs, table, etc., or he may do without them. He may have carpet, mats, or bare floor, as he chooses. Meals are served at tables in a spacious dining-tent suitably furnished.

*Third*, Each boy is required to take a certain care of himself. He is expected to be cleanly and tidy in person and dress, and to keep his quarters neat and orderly. He must air his bed and bedding, make his bed, sweep his floor, hang up or fold his clothes, etc. He may do these things after his own fashion, but he must do them effectively, regularly and punctually. He must also be punctual at meals, unless specially excused, and must go to bed at a seasonable hour.

*Fourth*, The boys are instructed and trained in certain useful accomplishments, such as rowing and the care of boats (sail boats are not allowed), the use of simple tools, swimming, military drill and gymnastics, in all of which great interest is manifested. Fully one-third of those in camp each summer learn to swim for the first time; most of them learn also what is not less important, namely, caution when in or upon the water. The military regimen serves admirably as a kind of general camp tonic, while the exercise and knowledge gained by a short daily drill are in themselves of no small value. The orderly and sanitary condition of the camp, and the dignity of appearance and bearing noticeable in the "cadets," could scarcely have been secured with so little friction by any other means.

During the present year (1888) a workshop has been built and stocked with tools and simple machines, which all are free to use; while those who desire may receive instruction in the elements of carpentry and joinery, cabinet-making, boat-building, etc.

The camp physician, in addition to his regular inspections, gives frequent "emergency" talks, illustrated by demonstrations, upon the proper method of dressing wounds, resuscitating the apparently drowned, treating sunstroke, etc.

*Fifth*, Regular instruction is given, by lessons and lectures,

and by laboratory and field work, in several departments of natural history, notably in botany, ornithology and taxidermy, entomology, astronomy, etc. This instruction is of course less exhaustive and in general less formal than that given in schools. It is not of the kind that prepares for examinations. The instructor comes nearer to the learner than is usual in the class-room; he is in fact not so much a teacher as a student, whose studies the pupil is permitted to witness and share. The teaching thus works by example and contact rather than by the compulsion of set tasks. This appears especially in the frequent excursions made for the purpose of collecting specimens, where the teacher is simply a leader whose methods of procedure are watched by the class, and whose suggestions and remarks are dropped incidentally or called forth by casual questions from individual pupils. It is found that many boys whose ears are dull to formal teaching catch the spirit of scientific observation with surprising alacrity, when it is thus diffused like an atmosphere around the path of an enthusiastic student of nature. A number of teachers of this rare stamp have given their services to the camp, — services that could hardly have been secured for money; and it is chiefly to their influence that its marked intellectual and studious character is due.

*Sixth*, While it is intended that the whole current of life here, even in work and study, shall be free and buoyant, some forms of social recreation are specially encouraged. Besides frequent excursions and military parades, there are evening gatherings about the central camp-fire, enlivened by songs, stories, recitations, etc., at which every boy is invited, though not unduly pressed, to contribute what he can to the common fund of diversion and amusement. Occasionally more elaborate entertainments are gotten up — musical soirées, costume parties and the like, often ending with dancing, or with a display of fire-works.

Visitors, especially the parents and friends of the boys, are always welcome, day or evening. In a word, the spirit of innocent fun and frolic is never repressed, and it is understood by everybody that the prime object of the camp is to have a good time.

*Seventh*, The programmes, daily and weekly, are so planned

as to afford many different lines of occupation, among which great freedom of choice is offered to each boy. While there is a slight framework of prescribed duties, as before stated, such as military drill, gymnastics, care of quarters, etc., these fill but an hour or two of each day, leaving ample time for optional pursuits, as well as for rest and recreation. A boy may join with others in a tramp through the woods upon some definite quest, or he may stroll off by himself with no aim but the enjoyment of the hour. He may work or study or read or chat or play; he may even lie idle by the hour in his tent or under the trees. The only things he may not do are such as are likely to injure himself or annoy others. Prohibitions, however, have been little needed, less even than was at first anticipated. Perhaps this is because an enjoyable activity of body and mind fills so much of the time that little room is left for waywardness or mischief. If the physical habits or practices of any boy are seen to be of injurious tendency, he is kindly admonished by a suggestion from the camp physician. Permissions must be obtained from those in charge in order to do anything out of the common course, but it is the practice to grant these with great freedom. Careful attention is of course paid, in the matter of permissions and restrictions, to the known wishes of parents, the object being to do for each boy what his parents would be likely to do for him under the given circumstances.

A few observations will now be added, which do not fall distinctly under the foregoing heads.

The camp is as far removed as possible from being a reformatory; it does not even go so far in that direction as most boarding schools. Vicious or depraved boys are not received on any terms. No boy is put under systematic compulsion or restraint. No boy stays here a day against his will.

There are no class distinctions. The rich enjoy no advantages over the poor, and can purchase no exceptional privileges with their money.

As to cost, the aim is to bring the camp within the reach of very moderate incomes, so that large numbers may enjoy its advantages. There are no profits, and no money is made out of it by anybody. The "plant" is practically a free gift from liberal-minded citizens who have faith in its present and future value, the camp being thus endowed, just as colleges are en-

dowed, for the benefit of successive communities of campers who may come here year after year to enjoy it. The benefactors of the enterprise are literally "too numerous to mention," being numbered by scores if not by hundreds. Their gifts range from thousands of dollars to the slightest services done out of pure good-will, and so unobtrusively as in many cases to escape all acknowledgment. Capitalists, merchants, editors, physicians, clergymen, teachers, artisans, — almost all the great classes of the community are represented among those whose various contributions have given support and countenance to this camp. The campers, like the students of an endowed college, get the benefit of this. The whole expense of living here, with all the care and privileges enjoyed, has not exceeded the ordinary price of board in a private family, and the president is confident that it can be still further reduced.

The main success of the experiment appears to be due to three things: First, to the ability of the president, as before stated; secondly, to the co-operation of a great number of persons able and willing to afford the necessary encouragement and help; finally, to the arrangement and combination of occupations on such a broad and varied scale as to meet and satisfy the primal and perennial needs of the average boy's nature.

It is not to be supposed that the conditions requisite for a camp of this character are to be found in Worcester alone; on the contrary, there can be no doubt that they exist in hundreds of cities and villages scattered throughout the country, needing but the initiative of a few capable workers to result in unspeakable good to thousands of our youth.

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RÉPORT

ON

PHYSICAL CULTURE IN SCHOOLS.

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# REPORT

ON

## PHYSICAL CULTURE IN SCHOOLS.

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The special committee of the Massachusetts Medical Society, appointed at the annual meeting, June 8, 1887, "to investigate the subject of physical culture in schools, and to report on the same at a future meeting," beg leave to present the following report, in which they would call the attention of the society, first, to the need of some method of physical culture, particularly for the children of our cities and larger towns; second, to what has already been accomplished in some quarters in the direction of supplying this need; and third, to a brief consideration of what seems to be practicable for schools (and particularly the public schools) to undertake for the physical training of their pupils.

### *1. The Need of Physical Culture in Public Education.*

Were intellectual achievement the sole legitimate aim of education,—a position which we protest against as partial and false,—it would still be true, that, in the interest of purely mental development, physical well-being is indispensable. The brain is composed of material tissues, and its functions cannot be long or successfully maintained unless those tissues, together with the body of which they form a part, are in a state of physiological health. Despite sporadic cases of an active mind in a feeble body, it is true that sustained and successful brain work can be done only by a well-conditioned organism. The world is awaking to the fact, that, as mortification of the flesh does not conduce to moral health, neither will an overworked and ill-nourished body sustain a valid mind.

But it is not alone mental strength which is needed for successfully wrestling with the world. For the more highly

educated, and still more emphatically for the children who receive their only preparation for life in the public schools, it is true that much besides what is learned from books is necessary for success in life. It is here that the current systems of education most seriously fail. They have occupied themselves solely with the mind, and have left other fields, equally or more important in their possible fruition, to lie fallow. No child will achieve his best usefulness whose moral and physical powers are left uncultivated. "Teach my boy three things," said an old-time father: "to ride a horse, to shoot a gun and to tell the truth." Such acquirements as these made the fathers of the State, and while we can to advantage add to them in our modern education, we cannot dispense with them. Manual training has only of late begun to find a place in our school-rooms. It should be welcomed by physicians as well as by sociologists. Apart from the direct utility of sewing and cooking for girls, or of the use of tools for boys, there is a physical advantage in the training of groups of muscles to coördinated action; and disciplined muscular action is itself no slight stimulus to the brain.

The time has come, in our judgment, for a further extension of this principle. Not only the brain, but the eye and hand, and not only these, but the whole muscular system, should receive a training which will make the individual efficient in whatever field he elects to work.

The splendid results attained by those nations which have paid especial attention to the cultivation of the body are too well known to require extended reference. It needs no medical eye to see in the pale skins, narrow chests, thin and nervous frames of the great mass of public school children in our cities a sad contrast to that physical perfection which gave to ancient Greece her leadership in arms and in art. A competent authority on the subject, and an American as well, says that one can enter the public schools of New York City and easily separate the German children from the Americans simply by the difference in physique; the former class having had the advantage of the training of the Turners' societies, and the latter having grown up without any physical culture whatever.

We are in danger of forgetting the great changes in the condition of American life which have taken place in the last forty or fifty years, — changes which require a general reshaping of

our habits. In former years a much greater proportion of the population lived in the country; boys and girls had an abundance of out-door life. The open air was their gymnasium, and the apparatus was whatever implement of labor they were required to wield. The apprentice system had not died out, and the native-born population did not think it beneath them to learn trades, which were in themselves an education to body and to mind. Now, it is estimated that one-fourth of all our children are living in the large cities of the country. While many of the cities are growing with marvellous rapidity, the country districts, at least throughout New England, are not holding their own. It is said that, while a half-century ago eighty-five per cent. of our male population were engaged in farming or other out-door work, not more than forty per cent. are so engaged at the present time. Town-bred boys have no wood to chop, and, except as they have access to public parks, no fields to play in. Out-of-door play for girls is quite obsolete. Brick side-walks and brick school-yards are discouragers of running and romping, and the child of the period, especially if a girl, settles down early to the staid gait of her elders.

“The first requisite to success in life,” says Herbert Spencer, “is to be a good animal. The best training is found of little service if there be not enough vital energy to work it.”

Preventive medicine, public hygiene and orthopedic surgery, while they have rendered inestimable benefits to the State, have yet kept alive many of those weaklings who, under the operation of the law of the survival of the fittest, would have perished. These defective individuals, added to the general sum of the adolescent population, tend to lower the average of physical excellence; and, while merciful Science has saved many a life otherwise doomed, she must see to it that her kindness to the individual does not carry with it a peril to the vigor of the species. Physical culture is necessary as never before to meet the artificial conditions of urban life, and to prevent the feeble organizations from perpetuating their own type in their descendants.

## 2. *What has already been accomplished for the Physical Culture of the Young.*

In studying how to inaugurate any needed reform, it is of value to know what results have been arrived at by others work-

ing on substantially the same problem. The success of physical training as an integral part of public education in Germany is too well known to require extended mention. We would remark, however, that it was advocated in June, 1842,\* by Frederick William IV., and with considerable promptness carried into partial effect. In 1860 it was introduced into the elementary schools for boys; in 1862 it was made compulsory, and more recently has been introduced generally into girls' schools. It is now required of each scholar for two hours per week.

The exercises are graded in difficulty, according to the age of the pupils from six years upward. Berlin in 1885 contained ninety-eight turnhallen, used for educational purposes. Frankfort expends yearly twenty-seven thousand dollars for the physical culture of her eighteen thousand public school children; and Vienna for her schools about thirty-five thousand dollars, or one twenty-ninth as much as her total educational outlay. The German Turners' associations, which have been so closely identified with the cause of physical culture in the mother country, are continuing their good work in the land of their adoption. Last year the North American Turnerbund had under regular gymnastic training nearly nineteen thousand boys and girls, the children of its members.

In the observation which your committee has been able to make of these gymnastic classes, they have been impressed with the usefulness of the work done. The drill is for the most part conducted in the turnhallen, of which there are in the country one hundred and forty-four, costing some three million dollars, belonging to the local societies; and the children have the opportunity of using such of the "heavier" apparatus as are adapted to their years, as, for instance, rings, ladders, and, to a moderate extent, high bars. But the latter appliances your committee does not consider essential to the training of young children, when the free movements and light gymnastics are so easily attainable. The German system has brought into our land an impulse in the right direction,—physical results

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\* For this and other facts regarding the school gymnastics of Germany, see "Physical Training in American Colleges and Universities," by E. M. Hartwell, Ph.D., M.D., of Johns Hopkins University; Circular of Information of the Bureau of Education, No. 5, 1885.



which form an impressive object lesson in comparison with our present generally do-nothing policy, — and the Turners' normal school for training gymnastic teachers may possibly be made use of in securing instruction to our public school teachers for the work which should be made a part of their pedagogic duties.

But the Germans are by no means the only ones who are alive to the needs of bodily training. The physical renaissance has begun in good earnest in most of our American colleges, while athletic clubs and gymnasia include many of the young men in the well-to-do classes of our city populations. But the movement which has well begun at the top of our educational system needs to be extended downwards through all its ramifications. The great mass of children never reach the upper grades even of the public schools. If such children are to receive any physical culture whatever, it must be in the grammar, the intermediate, and even the primary schools.

In the "preliminary" schools, those having pupils from sixteen to seventeen years of age and under, is the present need of pioneer work. And here, we are happy to note, already pioneers are not wanting. As might be expected, the private schools and endowed academies have been among the first to secure the requisite funds for such instruction. The report of the New Hampshire State Board of Health for 1887 contains an article by E. H. Fallows, reviewing the present status of physical education in public and preparatory schools. It is unfortunately incomplete in its data, but, so far as it goes, its information is valuable and interesting. In sixty out of one hundred and eighteen schools of this character which have answered the queries of this investigator a gymnastic drill of some sort or other is required, but in half of them it is pursued at such long and irregular intervals as to be of little use. Among the one hundred and eighteen schools there are twenty-seven gymnasia and twenty-eight rooms more or less extensively fitted up with apparatus. The total outlay for gymnasia and rooms was about one hundred and fifteen thousand dollars, and sixty-five thousand dollars of this amount is represented in the gymnasia of three academies; namely, Phillips (Andover), Williston and Phillips (Exeter). These one hundred and eighteen schools are, of course, but a small part of all the schools of their kind, though they include many of the best-

known public and private institutions in the country, and doubtless represent an amount of attention to physical culture much greater than would be found in all the schools taken together.

We know of some schools not included in this list which are doing excellent work; and, on the other hand, some of the gymnasia reported in this list we have reason to know are rendered worthless or even worse to the pupils, through lack of any skilled supervision in their use. The amount laid out for a gymnastic "plant" is no criterion of the usefulness of the work accomplished; a simple room with a very slight apparatus, or even none at all, having under intelligent direction greater capacity for good than the most elaborate appliances without it. In only five of the schools referred to are physical examinations and anthropometric measurements of the scholars made the basis of the training. These are the Adelphi Academy of Brooklyn, N. Y., the preparatory school at Princeton, N. J., the Wesleyan Academy at Wilbraham, Mass., the Hill School at Pottsdam, Penn., and the Phillips Exeter Academy at Exeter, N. H. Each student is examined physically and measured once a year, the measurements being in accordance with the system used by Dr. Sargent in the Hemenway Gymnasium at Harvard, and Dr. Hitchcock at the Pratt Gymnasium, Amherst, and adopted by the Association for the Advancement of Physical Education. A handbook of developing exercises is made out in accordance with the needs of the individual, and given to each student. It contains also special instruction regarding air, hygiene, food, bathing, clothing and sleep.

It may be said that the responsibility of a boarding-school for the physical welfare of the pupils is greater than that of a day school, in which the pupils dwell under the parents' roof. But obviously the parent's responsibility is limited by his ability; and if the circumstances of his life, in a narrow city quarter, render it impossible for him to give his child any chance for a sound physical development, the municipality must look to remedying the defect, or it will not be remedied. Certainly, as a measure of public policy, the State can as ill afford to neglect the bodies of her future citizens as their minds. It is of course not to be expected that the public school can so far individualize its work in this direction as the

private school. In the former, the pupils must be exercised in classes, and anthropometric measurements, if made, will be more useful in showing the adaptation of the system to the needs of the average pupil than in affording a treatment for the special abnormalities or deficiencies of the individual.

In twenty-eight of the one hundred and eighteen schools above referred to, a military drill is used. In fifteen this is accompanied by light gymnastic work, but in the other thirteen, as the report says, with perhaps unnecessary severity, "nothing is done for the physical welfare of the pupils." A much larger number of schools in reality are depending upon military drill as the only means of physical culture for their pupils. It is probably better than nothing for this purpose, and if practised without guns, or with wooden guns of weight adapted to the strength of the pupils, would be much more useful than it generally is at present.\*

The system as it exists, however, in many of our large towns, we consider productive of little good for the outlay involved, which is considerable, both to the public treasury for the guns, and to the private pocket for the uniforms, while it is applicable to only a small portion of the children needing physical training.

A word in passing, regarding the results attained by systematic training in calisthenics and light gymnastics in a private academy — the Adelphi of Brooklyn. The director of physical culture, Dr. W. G. Anderson, in his report for 1886, gives the measurements, height, weight, etc., of his pupils, and, for comparison, those of average Boston boys and girls in the public schools, taken from Dr. Bowditch's report, and also the measurements of selected boys from the Boston Latin School and the Massachusetts Institute of Technology. The tables show a considerable difference in favor of the former, which, while it may be in part due to more favorable social circumstances, is yet, in the opinion of the director, chiefly due to the daily drill in light gymnastics, which is carried on with much thoroughness.

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\* In the Berkeley School in New York, where the military drill exists at its best, the Martini tactics are employed, thereby avoiding the unphysiological and largely one-sided manoeuvres of the common or Upton's tactics; and the guns for boys from fifteen to eighteen years weigh not exceeding four and one-half pounds, for ages under fifteen from two to three pounds.

But, while endowed schools are often in position to afford gymnastic outfit which is not attainable for public schools, your committee are glad to observe that the latter class have already in several instances demonstrated their capacity for doing this work, which must be done for the great mass of our city children, if at all, by the public schools.

Kansas City has taken a most advanced position in the line of public physical training. The work has been, since its inception in October, 1885, under the charge of Mr. Carl Betz, who has published a series of manuals of free gymnastics, of gymnastic tactics and of light gymnastics (with poles, dumbbells, rings, wands and clubs), with which he has kindly furnished your committee. The method is based on the German system (Turnkunst), with special adaptation for use in the common school system of America. This system was, in September, 1886, adopted by Chicago for her public schools. The work there is under the direction of Mr. Henry Suder. Eight teachers are employed, who visit each grammar grade twice a week; on the other days the regular teachers give instruction in the exercises. A pamphlet containing lessons for each week of the school year has been printed for the use of the teachers. The same system has also been introduced in the public schools of Yankton, Dak., Slater, Mo., and Davenport, Iowa, while we learn that a beginning was also made last year in Louisville, Cleveland, Omaha and Denver.

Mr. Betz's report on the method of his work in Kansas City, after it has been fifteen months in successful operation, is as follows:—

On every Saturday the director of physical training drills the principals of the different ward schools. These in turn drill their assistants, the regular teachers, on every Monday. The assistants take up the new drill for the week on every Tuesday. The drill is obligatory, and is taken as any of the other studies. At 10 o'clock A.M. all principals strike a gong, and at this signal all teachers take up the drill at once, daily. Thus at the same time all school children throughout the city have the same exercise.

Each teacher is furnished with a manual of instruction, which clearly marks the work to be accomplished. The scholars of course do not leave the school-room. The assistant teachers are required to make a daily report of the work, and at the end of each school week hand them to their respective principals. The principals make



a monthly report to the director, who reports on the entire work to the board. As yet we have only free gymnastics, but as soon as possible dumb-bells, wands, poles, rings and clubs will follow. Then gymnastic games and popular gymnastics will be taken up, and lastly heavy gymnastics on apparatus.

While the Western cities as above mentioned have, perhaps through the prominence of the German element in their population, been the first to provide systematic physical training for the public schools, your committee recognize with satisfaction the work which is being quietly done in isolated instances by public school teachers nearer home. The school committee of Boston have for many years past in their schedule of studies for grammar and primary schools appropriated ten minutes a day for "physical exercise," but without any definite instruction as to how that exercise shall be taken. Deprived of any active interest or encouragement from the authorities, the work cannot be said to have amounted to much in the schools at large; but in a few instances, where teachers themselves have been interested in the subject, the permissive attitude of the authorities has been made use of to good purpose.

Scholars and teachers have in some instances, by their own contributions, purchased light apparatus, such as dumb-bells, wands and rings (for the city has never made any outlay for such purposes), and the apparatus has been virtually presented to the city by these enthusiastic workers, for the benefit of future users.

With no intention of reflecting upon the work done elsewhere, we wish to speak with special approval of the exercises as conducted at the Prince School in Boston, the Dillaway School in Roxbury and the Chapman School in East Boston. The plan pursued differs in each of these schools, being in each case the product of the intelligence of some one enthusiastic teacher, working upon the problem as it presented itself to his or her mind. In one of these schools the drill now in vogue was planned by Miss Allen, at that time a teacher in the school, and now in charge of the successful gymnasium for women in Boston.

The enthusiasm aroused by an earnest teacher in a school is most remarkable, and outlasts the personal presence of its inspirer. In all the schools referred to the work is heartily



sustained by the teachers as a body, who, so far as is known, are unanimous in their praise of the good results obtained. Inquiry shows that where thus practised, it is popular with scholars and parents alike. Of course in schools where there happens to be no teacher who takes much interest in the subject, there being no general and uniform plan prescribed by the central authority, the pupils receive no physical culture worth speaking of.

In saying that the city of Boston has expended no money for apparatus for grammar schools, we do not of course forget that it has laid out some one thousand five hundred dollars, chiefly upon heavy apparatus for a gymnasium in the English High School building,—an expenditure rendered nugatory by the lack of an instructor in the safe and proper use of the apparatus,—nor that it has spent for guns for the use of the high school boys a sum much larger than would be needed to supply enough light apparatus for all the school children of both sexes.

### 3. *What is feasible in a System of Public Instruction.*

It is to be borne in mind first and always that what is aimed at by physical education is not the production of athletes, but such a development and training of the body as shall make it a healthy organism, able to accomplish all that may be reasonably required of it.

Most of our modern school-houses in the large cities and towns have a general “hall” in which the seats are movable, and which can be cleared so as to give room for the requisite manœuvres. Some of the buildings have specially designed drill-halls. These rooms are large enough for classes of twenty or fifty to march, and to go through free exercises and light gymnastics without collision. For a very small sum, a few sorts of apparatus could be provided, in quantity sufficient for the use of one class at a time, and capable, of course, of being consecutively used by many different pupils daily. The music, which is so important a factor in regulating the rhythm of concerted movements, can be readily supplied by the piano, which every city school possesses.

As to the particular system of exercises to be followed, we need not go into detail. Whether the German or the Swedish

method is to be preferred, is perhaps a matter for further investigation. But the system must be one that is simple, and not dependent on expensive appliances. It must be interesting. It must call for alertness of attention and promptness to obey command. It must involve movements in unison with other persons, both stationary and in marching. It must combine these good points of the military drill with bilateral and free instead of unilateral and cramped movements. It must be equally available for both sexes and with modifications for all ages.

The matter of instruction in physical culture is one of great importance, and this will require the employment of persons who are qualified by study and experience to adapt the work to the needs of the pupils. But there is no reason why the regular teachers in the schools cannot, after being instructed in the principles and practice of the science, carry on the work of their own classes under the oversight of a general supervisor of physical culture, in much the same way that some of the teaching of music in our schools is now carried on. This will make the expense of the movement, after the first, comparatively light. We understand even, that the cost of establishing the system in Kansas City was only thirteen hundred dollars a year, and in Cleveland, sixteen hundred dollars.

In conclusion, we beg leave to mention that action looking towards supplying the needs above referred to has already been taken by three of the district societies represented in this parent organization, — viz., the Suffolk, the Middlesex South, and the Norfolk district societies, — by the appointment in each case of a committee on the subject; that the American Association for the Advancement of Physical Education, at its annual meeting, held at Brooklyn in November last, unanimously adopted resolutions as follows : —

Whereas, A rational, harmonious system of education affords the best and surest guaranty for the welfare and stability of a republic ;

Whereas, The present system takes into consideration the training of the mind only, almost totally neglecting that of the body ;

Whereas, It is now universally conceded that physical training is 'a most essential factor in the education of the child, with reference to his intellectual, moral and physical nature ; and

Whereas, Physical training has been introduced into a great many

schools of our country, and wherever introduced has given the utmost satisfaction ; be it

*Resolved*, That the Association for the Advancement of Physical Culture recommend to all the boards of education in this country, to embody physical culture in the course of study of the schools under their control.

We recommend that this society, approving the spirit of the above resolutions, present them with the foregoing report to the Massachusetts State Board of Education, and respectfully but earnestly urge upon that body such action as will bring this important subject to the favorable attention of local school boards in the towns and cities of the Commonwealth.

(Signed)

Z. B. ADAMS,  
E. H. BRADFORD,  
C. F. WITHINGTON,

*Committee.*

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I.

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MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

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## MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

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During the last year the Commonwealth has increased the grant of 1887 to the Massachusetts Institute of Technology by an amount which cannot fail to add greatly to the usefulness of that institution.

By the Act of 1887 an appropriation was made of \$100,000 for the benefit of that school of industrial science, conditioned upon the establishment of twenty free scholarships. Owing to the consideration that this number of scholarships would, at the rates of tuition obtaining at the Institute of Technology, nearly exhaust the income of the capital sum appropriated, the corporation of the Institute petitioned the Legislature, at its last session, for an increase of the grant by the further sum of \$100,000.

By the Act of May 23, 1888, the additional sum asked for was granted, conditioned upon the establishment and maintenance of the scholarships provided for by the Act of the preceding year.

This grant, in aid of an institution which has so fully proved its usefulness, is strictly in accordance with the traditional policy of Massachusetts. The Commonwealth early adopted the principle that the initiative in the establishment of institutions of the higher learning, and the cost of their ordinary maintenance, should be left to the benevolence and public spirit of individual citizens; but the Commonwealth has, from the first, reserved to itself the right to intervene to protect such institutions in crises of their existence, or in great exigencies, from whatever causes arising; and, at times, to afford the means for their more rapid development to meet new educational demands on the part of the community. Massachusetts has, at one time or another, taken such action in regard to

nearly all the more important institutions of learning in the Commonwealth which stand outside the public school system; and I feel sure that in few cases has the want, which the bounty of the Commonwealth supplied, been more urgent, and that in few cases have the reasons for the extension of State aid, arising out of the needs of the community, been more manifest than in this last instance. The special exigency which caused the appeal of the Institute of Technology was due to no lack of appreciation by the general community of the work done in that school; to no decline in its ordinary sources of revenue, but solely to the altogether unprecedented and extraordinary resort of students to its halls, due to the fast-extending public appreciation of scientific and technical instruction. The increase of the number of students thus occasioned far outran any addition to the funds of the institution which could reasonably be anticipated, within the time, from private benevolence. The generous grant from the State has relieved this school from the burden of debt, and has opened to it a larger career of usefulness.

Of the scholarships to be established under the Act of 1887 reference will be made in another part of this report. In this connection it may be not only admissible but desirable, with a due regard to the educational history of the Commonwealth, to refer further to the Massachusetts Institute of Technology.

This institution was incorporated by an Act of 1861, chapter 183, for the purpose of establishing and maintaining a society of arts, a museum of arts, and a school of industrial science, and of aiding generally, by suitable means, the advancement, development and practical application of sciences in connection with arts, agriculture, manufactures and commerce; and by the same Act the Institute of Technology was granted the perpetual right to occupy the highly eligible site in the city of Boston upon which its main buildings now stand.

By chapter 186 of the Acts and Resolves of 1863, the Institute of Technology became the college of mechanical arts in and for the State of Massachusetts, under the provisions of the law of Congress which created what is known as the Agricultural College Fund. Under this new relation to the Commonwealth, the Institute of Technology has, since that date, received one-third of the annual income derived from the sale

of the lands thus granted by the United States for that purpose. In consideration of this grant, of which the annual avails are between \$5,000 and \$6,000, the Institute of Technology provides instruction in military tactics, arms for that purpose being issued to its officers under a subsequent Act of the Legislature (March 2, 1867) ; and, in further consideration thereof, the Governor of the Commonwealth, the chief justice of the Supreme Judicial Court, and the secretary of the State Board of Education, are members, *ex officio*, of the government.

The school of industrial science thus organized was opened for instruction in 1865 ; and by an Act (chapter 247) of the year 1868, in which its first class was graduated, the Institute was authorized and empowered to award and confer degrees, appropriate to the several courses pursued in said institution, on such conditions as are usually prescribed in universities and colleges in the United States, and according to such tests of proficiency as shall best promote the interests of the Commonwealth. Under the authority thus given, degrees of honorable graduation, as Bachelor of Science, have been conferred upon five hundred and seventy-nine students of the Institute of Technology. Nearly four thousand students have, for longer or shorter terms, been under tuition in the various departments of instruction. Buildings for the purposes of the school have been erected at an aggregate cost of about \$560,000 ; while there has been expended, in addition, for the equipment of these buildings with machinery, apparatus and books, and for the purposes of current instruction, the sum of \$2,070,351.

The remarkable growth of the school will perhaps be best shown by a statement of the number of students in the school of industrial science during each of the last ten years : —

1878, . . 188	1881, . . 302	1884, . . 579	1887, . . 720
1879, . . 203	1882, . . 368	1885, . . 609	1888, . . 827
1880, . . 253	1883, . . 443	1886, . . 637	

Meanwhile the instruction given in the school has been undergoing a development, scarcely less remarkable, in the variety of subjects treated, and in the methods and apparatus of investigation brought into use ; so that to-day the Massachusetts Institute of Technology stands not only the largest, but

the most highly organized and the best equipped school for the practical application of science to the useful arts, existing in the United States ; while, in not a few of its departments, it is without a peer in the world.

It seems, therefore, eminently appropriate that the Commonwealth, which, at so early a period in its history, incorporated a system of public instruction in the very frame of its government ; and which has, in all the intervening time, been the friend and champion of science, learning and art, should aid an institution which, under private control, and finding its main support in private benevolence, has done so much, at once for the fame of the Commonwealth and for the promotion of its arts, manufactures and commerce.

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WORCESTER POLYTECHNIC INSTITUTE.

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## WORCESTER POLYTECHNIC INSTITUTE.

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This Institute, chartered in 1865 as the Worcester County Free Institute of Industrial Science, was opened in 1868. In 1887 its name was changed to that of Worcester Polytechnic Institute. It has three leading departments of instruction and corresponding courses of study, viz., in mechanical engineering, civil engineering and chemistry. The course in mechanical engineering differs in two respects from similar courses in most other institutions: first, at least ten hours each week must be given to shop practice,—on the average more than fifteen hours weekly is given to such practice,—and second, this practice, after the first few weeks, is, both in the wood and iron shops, on salable products.

The Washburn shops, erected expressly for this practice, carry on a varied manufacturing business. Here instruction is accompanied all the time by construction, while the latter is made entirely subservient to the former. This feature of the work of the Institute, which this school was the first in this country to introduce, and to which it has steadily adhered, is eminently satisfactory to the graduates, commends itself to business men of good judgment, and the best engineers of both Europe and America are expressing themselves more and more decidedly and warmly in favor of its general adoption as an essential part of the most practical and the most efficient course of mechanical engineering training.

Physical laboratory work, and special instruction and practice in electrical engineering, are given, partly in the general course for all students and partly to prepare those in the mechanical course who desire it for service as electrical experts or engineers or helpers.

In the departments of civil engineering and chemistry, also, the rule of at least ten hours practical work per week is rigidly enforced, and the general instruction by lectures and recitations

and laboratory work and drawing, with the needful preparation, occupies the full time of the students for four and a half days weekly, and thus the whole work lasts five and a half days weekly. The courses of study require that all students should take French, German, English, mathematics through calculus, physics, general chemistry with qualitative laboratory work, mineralogy, geology, political science, and freehand and mechanical drawing, while in addition the chemists have advanced German, chemical philosophy, and theoretical and practical work in organic chemistry, and those in the other courses pursue theoretical and applied mechanics and other higher mathematical work through the whole of the senior year, and also have instruction in thermo-dynamics, and practical problems and tests in steam engineering.

During the last year there have been in process of erection new laboratories for mechanical, physical and chemical work, which include two separate buildings, and which will, at the beginning of the next school year, afford facilities in these departments hardly surpassed in the land. These laboratories are the gift of Stephen Salisbury, Esq., and are called in honor of his father, the late Hon. Stephen Salisbury, — himself a large benefactor of the Institute, — the “Salisbury Laboratories.”

The corps of instruction of the Institute comprises ten professors, two instructors and three assistants, and in the shops, in addition, a superintendent, three foremen and three assistants.

The graduates generally find ready employment. Over one-fourth of the whole number from eighteen classes are now either in business on their own account or are in responsible situations as superintendents, — chiefly of manufacturing establishments, — and others are engineers, foremen, draughtsmen, teachers, chemists, electricians, etc.

The courses of study are in length three and a half years for mechanical engineers and three years for the other courses. There are forty weeks of term-time in each year. The number of students is about one hundred and sixty. There are free scholarships for students from Worcester County, and twenty scholarships for students from other counties of this State. To all others there is a charge of one hundred and fifty dollars annually for tuition.

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# AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COM-  
MITTEES OF THE SEVERAL TOWNS AND CITIES  
IN THE COMMONWEALTH FOR THE  
SCHOOL-YEAR 1887-1888.

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## BARNSTABLE COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation — 1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 16 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Barnstable,	4,050	\$2,809,690	24	696	492	804	—	81	523	624	570	.91	24
Bourne, .	1,363	1,045,825	11	265	167	295	—	30	167	249	226	.91	12
Brewster, .	934	467,095	7	165	118	178	3	22	118	154	142	.92	10
Chatham, .	2,028	635,493	11	338	200	375	3	50	191	320	287	.90	11
Dennis, .	2,923	1,178,496	13	446	288	596	2	82	342	471	426	.90	13
Eastham, .	638	219,319	3	88	62	101	—	18	63	64	51	.80	3
Falmouth, .	2,520	4,039,974	16	401	319	442	3	54	263	364	328	.90	17
Harwich, .	2,783	996,205	16	426	314	515	—	94	311	465	420	.90	16
Mashpee, .	311	151,410	2	52	39	76	1	17	41	60	43	.72	4
Orleans, .	1,176	455,402	6	152	87	164	—	25	92	120	99	.83	6
Provincetown, .	4,480	2,004,700	16	820	506	940	—	100	490	800	724	.91	19
Sandwich, .	2,124	937,625	12	357	235	421	—	66	229	353	325	.92	14
Truro, .	972	278,194	6	162	87	181	6	28	87	142	129	.91	6
Wellfleet, .	1,687	715,266	9	237	162	284	7	35	192	254	231	.91	9
Yarmouth, .	1,856	1,404,630	10	308	195	302	—	44	183	236	215	.91	10
Totals,	29,845	\$17,359,324	162	4,913	3,271	5,674	25	746	3,292	4,676	4,216	.90	174

## BERKSHIRE COUNTY.

Adams, .	8,283	\$3,330,247	34	1,961	1,276	2,009	5	88	1,239	1,542	1,462	.95	36
Alford, .	341	223,144	2	57	39	60	1	2	39	43	36	.84	2



# SCHOOL RETURNS.

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Becket, . . . . .	938	383,742	8	141	114	176	1	22	114	168	150	89	8
Cheshire, . . . . .	1,448	711,225	10	263	163	323	-	28	177	248	218	.88	10
Clarksburg, . . . . .	708	208,626	3	149	87	138	3	4	76	89	78	.88	3
Dalton, . . . . .	2,113	1,764,270	12	447	318	477	2	28	315	349	310	.89	13
Egremont, . . . . .	826	413,193	3	147	91	134	2	9	78	119	102	.86	4
Florida, . . . . .	487	179,454	6	138	83	142	5	10	75	101	85	.84	6
Great Barrington, . . . . .	4,471	3,190,031	23	867	577	970	1	132	576	836	711	.85	25
Hancock, . . . . .	613	368,621	6	128	87	127	-	5	79	86	67	.78	6
Hinsdale, . . . . .	1,656	709,611	12	378	282	403	5	36	274	315	279	.89	12
Lanesborough, . . . . .	1,212	556,765	9	223	164	280	7	15	160	217	175	.81	9
Lee, . . . . .	4,274	2,689,182	16	591	425	713	11	86	445	567	499	.88	18
Lenox, . . . . .	2,154	1,853,015	13	489	285	493	1	52	278	326	290	.89	13
Monterey, . . . . .	571	232,055	5	92	62	105	3	15	54	83	71	.86	5
Mount Washington, . . . . .	160	89,198	2	26	13	34	1	4	9	21	19	.90	2
New Ashford, . . . . .	163	81,765	2	28	18	37	1	3	18	27	24	.89	2
New Marlborough, . . . . .	1,661	609,952	13	281	176	291	4	26	176	245	206	.84	13
North Adams, . . . . .	12,540	5,440,461	42	2,822	1,608	2,758	-	131	1,291	1,875	1,778	.95	55
Otis, . . . . .	703	215,752	8	117	65	141	4	9	82	113	104	.92	8
Peru, . . . . .	368	120,900	4	38	28	39	1	3	27	34	30	.88	4
Pittsfield, . . . . .	14,466	9,159,286	53	3,047	2,730	3,236	50	417	2,769	2,453	2,226	.91	76
Richmond, . . . . .	854	476,676	7	207	113	196	1	22	109	145	121	.83	7
Sandisfield, . . . . .	1,019	397,922	12	188	120	201	6	24	120	161	147	.91	12
Savoy, . . . . .	691	179,524	8	117	84	122	2	8	74	104	89	.86	8
Sheffield, . . . . .	2,033	951,185	14	407	273	480	7	62	285	331	274	.83	14
Stockbridge, . . . . .	2,114	2,677,405	10	330	197	381	2	36	241	303	271	.89	11
Tyringham, . . . . .	457	234,214	5	94	67	101	2	5	67	90	68	.76	6
Washington, . . . . .	470	203,562	6	87	65	106	2	6	63	73	58	.80	6
West Stockbridge, . . . . .	1,648	663,867	11	354	182	402	3	39	288	348	302	.87	12
Williamstown, . . . . .	3,729	1,830,555	14	587	347	728	-	75	404	523	463	.89	23
Windsor, . . . . .	657	207,451	8	146	89	148	1	16	89	125	109	.87	7
Totals, . . . . .	73,828	\$40,352,856	381	14,947	10,228	15,951	134	1,418	10,091	12,060	10,822	.89	436

## BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	A'v'ge wages per month of male teachers in Public Schools.	A'v'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	
Barnstable, .	7	23	15	15	\$80 00	\$36 41	204-10	8-14	—	1	1	44	Taxation, Taxation,	9	\$900 00
Bourne, .	2	16	—	8	64 00	37 00	88	8	—	1	2	46	—	8	680 00
Brewster, .	2	8	9	8	47 50	34 68	56	8	—	1	—	—	—	—	—
Chatham, .	2	15	3	2	70 00	30 00	96-16	8-16	—	1	1	38	Taxation,	9	900 00
Dennis, .	6	11	5	4	57 50	33 87	113	8-14	—	1	1	44	Taxation,	9	552 00
Eastham, .	4	3	1	—	38 18	30 00	26-5	8-15	—	—	—	—	—	—	—
Falmouth, .	2	24	10	9	77 00	40 00	142	8-18	—	1	2	67	Part tax, Taxation,	9	1,000 00
Harwich, .	6	12	3	—	51 00	31 00	118	7-5	—	1	1	45	—	7	833 00
Mashpee, .	2	2	1	—	43 50	29 00	12-10	6-5	—	—	—	—	—	—	—
Orleans, .	1	5	1	1	88 88	29 00	49-2	8-4	—	1	1	32	Taxation,	9	800 00
Provincetown, .	3	18	4	4	103 16	30 00	152	9-10	—	1	3	96	Taxation,	9-10	1,200 00
Sandwich, .	3	14	3	2	92 50	34 60	97-15	8-3	—	1	2	56	Taxation,	9-15	1,200 00
Truro, .	1	9	4	4	60 00	33 00	54	9	—	—	—	—	—	—	—
Wellfleet, .	1	8	2	2	100 00	34 00	82	9-2	—	1	1	42	Taxation,	10	1,000 00
Yarmouth, .	6	9	3	2	70 00	31 64	89	8-9	—	1	1	22	Part tax,	9	900 00
Totals, .	48	177	64	53	\$67 16	\$34 08	1,380-18	8-7	—	11	16	532	—	98-5	\$9,965 00

## BERKSHIRE COUNTY — CONTINUED.

Adams, .	6	41	7	7	\$117 95	\$34 32	298-15	8-6	—	1	3	72	Taxation,	9-15	\$1,200 00
Alford, .	2	3	1	1	26 66	30 66	17-15	8-18	—	—	—	—	—	—	—
Becket, .	2	9	3	1	22 50	23 77	55-5	7-3	—	—	—	—	—	—	—

## SCHOOL RETURNS.

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	1	9	2	2	72 72	29 32	80-15	8-1	-	1	1	24	Taxation,	8-7	600 00
Cheshire, .	1	4	2	2	-	32 00	24-15	8-5	-	-	-	-	-	-	-
Clarksburg, .	1	14	4	3	80 00	32 33	116-5	9-7	-	-	-	-	-	-	-
Dalton, .	1	3	4	5	33 33	28 35	26-11	8-17	-	-	-	-	-	-	-
Egremont, .	1	8	1	1	22 50	22 00	35-9	5-18	-	-	-	-	-	-	-
Florida, .	1	25	4	5	67 00	33 00	202-5	9-7	1	1	2	136	Taxation,	9-12	1,550 00
Great Barrington, .	6	6	1	4	30 00	22 22	41-10	6-18	1	-	-	-	-	-	-
Hancock, .	2	16	-	2	-	29 09	101-12	8-9	-	1	1	37	Taxation,	8-13	600 00
Hinsdale, .	-	9	-	-	-	24 88	71-15	7-19	-	-	-	-	-	-	-
Lanesborough, .	3	15	-	2	86 00	29 33	133	8-6	-	1	3	91	Taxation,	8-15	1,500 00
Lee, .	1	15	-	-	100 00	27 33	123-5	9-10	1	1	1	38	Taxation,	10	1,000 00
Lenox, .	1	7	-	1	40 00	20 72	35	6-8	1	-	-	-	-	-	-
Monterey, .	1	3	-	1	-	26 00	14-15	7-5	-	-	-	-	-	-	-
Mt. Washington, .	-	3	-	1	24 00	20 00	14-10	7-5	-	-	-	-	-	-	-
New Ashford, .	1	1	-	-	23 50	22 79	92-8	7-3	1	-	-	-	-	-	-
New Marlboro', .	4	18	-	-	143 03	37 04	382	9-3	-	2	4	111	Taxation,	9-15	1,700 00 570 00
North Adams, .	5	59	6	6	-	20 00	48	6	-	-	-	-	-	-	-
Otis, .	1	12	1	1	20 00	20 00	48	6	-	-	-	-	-	-	-
Penn, .	-	5	2	-	-	19 75	24	6	-	-	-	-	-	-	-
Pittsfield, .	5	71	10	5	80 00	34 50	510	9-12	-	1	5	135	Taxation,	10	1,800 00
Richmond, .	2	8	1	-	24 00	24 00	64	9-4	-	-	-	-	-	-	-
Sandisfield, .	1	16	-	-	21 00	20 96	89-10	7-9	-	-	-	-	-	-	-
Savoy, .	-	10	1	1	-	17 83	45	6	-	-	-	-	-	-	-
Sheffield, .	4	16	3	2	39 00	28 44	115-10	8-5	-	1	1	57	Taxation,	8-5	495 00
Stockbridge, .	3	13	-	-	90 00	32 66	90-10	9-1	1	1	2	54	Taxation,	10	1,200 00
Tyringham, .	-	11	3	-	-	22 00	43	8-12	-	-	-	-	-	-	-
Washington, .	-	8	-	-	-	20 00	42	7	-	-	-	-	-	-	-
West Stockbridge, .	5	12	1	1	42 00	31 16	99	9	-	-	-	-	-	-	-
Williamstown, .	1	22	3	3	77 50	29 00	119-15	8-5	-	1	2	28	Taxation,	10	800 00
Windsor, .	-	11	2	2	-	20 45	48-10	7-7	2	-	-	-	-	-	-
Totals, .	59	480	68	39	\$66 27	\$29 40	3,206-5	7-19	8	12	25	733	-	103-2	\$13,015 00

## BOARD OF EDUCATION.

## BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Barnstable,	\$10,000 00	\$320 00	\$500 00	\$40 00	\$1,799 00	\$1,000 00	—	\$1,000 00	\$14,659 00	\$100 00
Bourne, .	4,700 00	250 00	—	15 00	453 23	—	—	125 00	5,543 23	—
Brewster, .	2,000 00	120 00	—	15 00	216 34	—	\$384 00	50 00	2,785 34	—
Chatham, .	3,300 00	210 00	—	12 00	331 00	—	40 00	82 00	3,975 00	—
Dennis, .	5,000 00	125 00	75 00	25 00	620 19	—	—	824 15	6,669 34	—
Eastham, .	900 00	—	65 00	10 00	80 46	—	65 00	56 32	1,176 78	—
Falmouth,	6,000 00	69 38	1,000 00	25 15	696 76	3,155 80	—	726 15	11,673 24	—
Harwich, .	5,000 00	130 00	—	25 00	384 17	—	—	174 15	5,713 32	—
Mashpee, .	300 00	30 00	—	10 00	58 18	—	—	21 65	419 83	—
Orleans, .	2,200 00	5 00	100 00	16 50	266 53	—	—	443 70	3,031 73	—
Provincetown,	7,500 00	—	350 00	10 00	1,000 00	1,000 00	—	500 00	10,360 00	—
Sandwich,	5,800 00	200 00	—	23 75	388 09	—	—	171 87	6,583 71	—
Truro, .	1,800 00	107 00	—	20 00	137 00	—	—	399 00	2,463 00	—
Wellfleet, .	4,000 00	150 00	—	10 00	378 03	—	—	420 42	4,958 45	—
Yarmouth,	3,500 00	105 00	—	17 00	392 05	—	—	268 68	4,282 73	—
Totals,	\$62,000 00	\$1,821 38	\$2,090 00	\$274 40	\$7,201 03	\$5,155 80	\$489 00	\$5,263 09	\$84,294 70	\$100 00

## BERKSHIRE COUNTY — CONTINUED.

Adams, .	\$16,382 05	\$150 00	\$1,700 00	\$50 00	\$2,630 09	\$17,708 52	\$338 12	\$852 58	\$39,811 36	—
Alford, .	267 24	10 00	—	5 00	9 17	—	350 61	2 00	644 02	—

## SCHOOL RETURNS.

vii

Becket, .	1,200 00	82 30	—	4 50	245 18	456 85	—	1 90	1,990 73	—
Cheshire, .	2,800 00	58 50	—	8 00	250 00	—	275 00	175 00	3,566 50	—
Clarksburg, .	700 00	—	—	4 00	112 12	—	—	46 21	862 33	—
Dalton, .	5,000 00	135 00	43 47	—	828 76	—	583 61	130 70	6,721 54	—
Egremont, .	950 00	30 60	—	—	83 00	—	—	—	1,063 60	—
Florida, .	600 00	42 25	—	8 00	83 28	—	—	160 00	929 53	—
Gt. Barrington, .	10,400 00	323 69	—	34 00	1,297 47	—	—	50 36	12,105 52	—
Hancock, .	800 00	63 75	—	9 00	109 16	—	17 31	2 45	1,001 67	—
Hinsdale, .	3,300 00	60 00	—	—	300 00	—	—	200 00	3,860 00	—
Lanesborough, .	1,800 00	56 58	—	—	77 22	—	—	37 36	1,971 16	—
Lee, .	7,800 00	278 75	—	—	332 50	—	—	250 00	8,661 25	—
Lenox, .	4,900 00	161 87	—	10 00	554 57	—	200 00	600 00	6,426 44	—
Monterey, .	650 00	49 00	—	5 00	69 73	—	62 00	22 24	857 97	—
Mt. Washington, .	100 00	20 00	—	3 00	10 00	—	—	20 00	153 00	—
New Ashford, .	84 00	27 75	—	10 00	20 00	—	—	19 54	161 29	—
New Marlboro', .	2,000 00	108 75	—	2 00	199 89	—	240 91	20 28	2,571 83	—
North Adams, .	22,449 98	250 00	1,900 00	185 00	2,204 40	—	—	2,442 46	29,431 84	—
Otis, .	900 00	64 00	—	5 20	50 00	—	—	8 50	1,027 70	—
Peru, .	450 00	20 50	—	6 00	27 67	—	—	6 99	511 16	—
Pittsfield, .	33,328 66	50 00	1,500 00	100 00	1,600 00	—	—	2,842 98	39,421 64	—
Richmond, .	1,500 00	50 00	—	22 00	220 30	—	869 06	17 65	2,679 01	—
Saundersfield, .	1,722 60	79 50	—	9 25	180 69	—	229 83	24 30	2,246 17	—
Savoy, .	600 00	39 50	—	8 00	129 18	—	—	8 30	784 98	—
Sheffield, .	3,250 00	283 78	—	27 00	410 93	—	—	—	3,971 71	—
Stockbridge, .	5,000 00	231 00	—	10 00	500 00	—	175 00	877 00	6,793 00	—
Tyringham, .	700 00	33 00	—	5 00	76 66	—	—	—	814 66	—
Washington, .	700 00	22 00	—	12 00	—	—	—	61 00	795 00	—
W. Stockbridge, .	3,750 00	105 00	—	10 00	281 73	—	515 00	96 32	4,758 05	—
Williamstown, .	5,725 00	100 00	—	25 65	510 06	—	—	283 98	6,644 69	—
Windsor, .	800 00	40 00	—	10 00	82 98	—	200 00	—	1,132 98	—
Totals, .	\$140,609 53	\$3,027 07	\$5,143 47	\$587 60	\$13,186 74	\$18,201 37	\$4,056 45	\$9,260 10	\$194,372 33	—



## BARNSTABLE COUNTY — CONCLUDED.

TOWNS.	Amount of local funds, the income of which can be appropriated only for the support of schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Barnstable, . . . . .	\$12,800 00	\$410 58	\$361 00	1	1	1	1	1	1	\$194 49	\$138 00
Bourne, . . . . .	—	1	—	1	1	1	1	8	1	167 06	—
Brewster, . . . . .	—	1	—	1	1	1	1	9	1	311 44	—
Chatham, . . . . .	—	1	67 00	1	1	1	1	9	1	223 83	—
Dennis, . . . . .	—	1	85 37	1	1	1	1	1	1	183 11	—
Eastham, . . . . .	—	1	67 38	1	1	1	1	1	1	306 44	—
Falmouth, . . . . .	10,000 00	600 00	370 27	1	70	\$900 00	1	7	100 00	27 49	—
Harwich, . . . . .	—	1	—	1	1	1	1	1	1	179 52	—
Mashpee, . . . . .	—	1	51 43	1	1	1	1	1	1	303 25	—
Orleans, . . . . .	—	1	58 63	1	1	1	1	1	1	310 56	—
Provincetown, . . . . .	—	1	—	1	1	1	1	1	1	204 98	120 00
Sandwich, . . . . .	5,200 00	210 00	360 50	1	1	1	1	1	1	226 14	—
Truro, . . . . .	—	1	61 72	1	1	1	1	1	1	311 17	—
Wellfleet, . . . . .	—	1	—	1	1	1	1	1	1	216 79	—
Yarmouth, . . . . .	16,000 00	900 00	184 41	1	1	1	1	1	1	171 60	—
Totals, . . . . .	\$44,000 00	\$2,120 58	\$1,667 71	2	70	\$900 00	3	24	\$575 00	\$3,337 87	\$258 00

## BERKSHIRE COUNTY — CONCLUDED.

[illegible]

## SCHOOL RETURNS.

[illegible]

## BRISTOL COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation—1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Acushnet, . . . . .	1,071	\$613,400	6	170	100	147	1	15	100	147	128	.87	6
Attleborough, . . . . .	13,175	6,766,340	25	1,222	750	1,348	10	81	836	1,061	944	.89	33
Berkley, . . . . .	941	405,594	7	185	135	176	10	19	103	133	115	.86	7
Dartmouth, . . . . .	3,448	1,954,800	22	553	321	598	3	42	321	514	446	.87	22
Dighton, . . . . .	1,782	732,212	11	251	226	349	1	23	210	274	237	.87	11
Easton, . . . . .	3,948	810	18	810	483	802	4	67	457	745	664	.89	27
Fairhaven, . . . . .	2,880	1,450,684	13	415	268	502	1	63	278	411	373	.91	13
Fall River, . . . . .	56,870	44,294,547	161	12,758	7,542	10,759	—	494	6,799	7,851	7,025	.89	206
Freetown, . . . . .	1,457	853,738	8	233	142	257	7	21	152	199	158	.79	8
Mansfield, . . . . .	2,939	1,285,241	13	463	305	558	8	31	345	494	399	.81	14
New Bedford, . . . . .	33,393	32,682,258	112	5,131	3,923	5,050	—	406	2,390	3,994	3,700	.93	128
North Attleborough, . . . . .	—	—	28	1,173	689	1,322	10	75	879	1,091	989	.91	35
Norton, . . . . .	1,718	776,500	8	320	202	288	2	12	202	254	163	.64	8
Raynham, . . . . .	1,535	849,310	9	214	137	220	2	9	149	187	169	.90	10
Rehoboth, . . . . .	1,788	737,000	14	265	174	306	12	29	185	235	212	.90	14
Seekonk, . . . . .	1,295	815,860	8	257	161	262	3	2	161	181	165	.91	8
Somerset, . . . . .	2,475	1,035,797	11	440	272	466	—	37	291	391	345	.88	11
Swansea, . . . . .	1,403	709,775	9	220	158	262	3	21	158	197	170	.86	9
Taunton, . . . . .	23,674	17,069,895	73	4,060	2,416	4,007	—	255	2,517	3,519	3,163	.90	89
Westport, . . . . .	2,706	1,260,575	19	478	226	424	3	44	251	332	290	.87	19
Totals, . . . . .	158,498	\$117,901,551	575	29,618	18,630	28,103	80	1,746	16,784	22,210	19,855	.89	678

## DUKES COUNTY.

Chilmark,	.	412	\$211,011	3	60	37	65	1	8	37	55	50	.91	3
Cottage City,	.	709	1,441,950	4	150	104	164	-	10	102	128	109	.85	4
Edgartown,	.	1,165	711,487	6	165	107	168	-	14	94	144	132	.91	6
Gay Head,	.	186	17,818	1	30	14	36	-	6	14	58	36	.72	2
Gosnold,	.	122	198,773	1	15	12	16	-	7	7	9	7	.78	1
Tisbury,	.	1,541	794,307	7	147	137	181	-	34	137	170	152	.89	8
Totals,	.	4,135	\$3,375,346	22	567	411	630	1	79	391	564	486	.86	24

## BRISTOL COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'g wages per month of male teachers in Public Schools.	Av'g wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	
Acushnet,	1	9	3	2	\$35 00	\$35 00	53	8-16	1	1	1	73	Taxation,	9-5	—
Attleborough,	2	36	10	8	86 55	42 05	222-1	8-18	1	3	1	—	—	—	\$1,100 00
Berkley,	1	10	4	3	32 00	29 10	59	8-5	1	1	1	23	Taxation,	9	—
Dartmouth,	5	27	3	3	50 61	24 50	188-5	8-6	1	1	1	—	—	—	600 00
Dighton,	1	15	12	10	44 00	34 73	90-15	8-5	1	1	1	—	—	—	—
Easton,	3	31	7	5	90 51	41 21	175-10	9-15	1	1	2	69	Taxation,	9-15	1,500 00
Fairhaven,	1	17	6	4	120 00	33 00	102-10	8-2	1	1	2	49	Taxation,	9-10	1,200 00
Fall River,	14	196	18	17	128 61	47 74	1,594	9-19	1	1	11	463	Taxation,	10	2,700 00
Freetown,	1	10	3	1	40 00	31 11	63-3	7-18	1	1	1	—	—	—	—
Mansfield,	6	12	5	—	59 56	32 67	116-12	8-19	1	1	1	47	Taxation,	10	800 00
New Bedford,	10	118	—	—	146 00	50 17	1,036	9-5	1	1	10	364	Taxation,	9-5	2,500 00
No. Attleborough,	3	40	25	20	95 00	41 00	258-18	9-5	1	1	3	57	Taxation,	9-5	1,100 00
Norton,	2	7	3	2	45 00	36 69	72	9	1	1	1	—	—	—	—
Raynham,	—	14	5	4	—	31 47	74	7-9	1	1	1	—	—	—	—
Rehoboth,	—	21	2	—	—	29 50	105	7-10	1	1	1	—	—	—	—
Seekonk,	—	11	6	1	—	30 40	69-15	8-14	1	1	1	—	—	—	—
Somerset,	3	14	5	3	56 67	37 00	100	9-2	1	1	1	30	Taxation,	10	800 00
Swansea,	2	12	5	2	30 00	28 00	81	9	1	1	1	—	—	—	—
Taunton,	10	79	10	10	108 42	43 60	694	9-10	1	1	5	204	Taxation,	10	2,000 00
Westport,	6	20	3	3	36 00	25 00	155-19	8-5	1	1	1	19	Taxation,	9	500 00
Totals, .	71	699	135	98	\$91 43	\$41 79	5,311-8	8-9	1	11	40	1,398	—	105	\$14,800 00



## DUKES COUNTY — CONTINUED.

[illegible]

## BRISTOL COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, fires and school-rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Aenshnet, . . . . .	\$1,700 00	\$60 00	—	\$7 00	\$207 19	—	—	\$48 67	\$2,022 86	—
Attleborough, . . . . .	13,346 14	90 63	\$825 00	54 00	1,236 61	—	—	715 00	16,267 38	—
Berkley, . . . . .	1,400 00	60 00	—	20 00	220 00	\$225 00	\$35 00	245 00	2,205 00	—
Dartmouth, . . . . .	5,000 00	160 00	—	35 00	400 00	—	—	376 54	5,971 54	—
Dighton, . . . . .	3,000 00	—	150 00	23 00	151 07	800 00	—	510 72	4,634 79	—
Easton, . . . . .	8,831 68	—	1,000 00	—	1,915 72	—	—	886 90	12,634 30	—
Fairhaven, . . . . .	5,505 00	—	—	—	500 00	—	100 00	500 00	6,005 00	\$64 00
Fall River, . . . . .	135,419 62	600 00	2,000 00	152 36	11,773 93	—	—	3,022 48	152,968 39	—
Freetown, . . . . .	2,000 00	100 00	—	3 50	100 21	—	—	103 40	2,307 11	—
Mansfield, . . . . .	5,100 00	189 00	—	34 40	645 19	4,713 42	—	162 01	10,844 02	—
New Bedford, . . . . .	87,562 85	550 00	1,573 02	150 00	4,307 68	—	3,750 93	4,803 28	102,697 76	—
N. Attleborough, . . . . .	14,500 00	126 00	825 00	30 00	1,562 00	—	—	919 00	17,962 00	—
Norton, . . . . .	2,500 00	83 75	—	28 30	313 99	—	—	247 41	3,173 45	—
Raynham, . . . . .	3,000 00	16 00	150 00	16 00	165 79	—	279 15	100 00	3,726 94	—
Rehoboth, . . . . .	3,200 00	105 00	—	20 00	218 65	—	350 00	150 00	4,043 65	—
Seekonk, . . . . .	1,700 00	90 00	—	10 00	461 73	—	—	75 52	2,337 25	—
Somerset, . . . . .	4,524 19	135 00	—	25 00	500 44	—	—	89 69	5,274 32	—
Swansea, . . . . .	2,500 00	—	100 00	19 20	527 35	—	800 00	122 14	4,068 69	—
Taunton, . . . . .	51,756 62	—	2,000 00	110 00	7,590 63	—	—	—	61,457 25	—
Westport, . . . . .	4,500 00	240 00	—	13 00	206 11	—	723 00	276 59	5,958 70	—
Totals, . . . . .	\$357,046 10	\$2,605 38	\$8,623 02	\$750 76	\$33,004 29	\$5,738 42	\$6,038 08	\$13,354 35	\$427,160 40	\$64 00

## DUKES COUNTY — CONTINUED.

Chilmark, .	\$450 00	\$42 00	—	\$5 00	\$80 87	—	—	\$34 74	\$612 61	—
Cottage City, .	1,546 00	75 00	—	25 00	186 65	—	—	74 95	2,014 55	—
Edgartown, .	1,400 00	50 00	—	18 50	366 10	—	—	100 00	1,934 60	—
Gay Head, .	90 00	20 00	—	10 00	40 00	—	—	2 00	162 00	—
Gosnold, .	250 00	30 00	—	2 25	11 91	—	—	28 97	323 13	—
Tisbury, .	2,600 00	75 00	—	23 00	233 00	—	—	240 00	3,171 00	—
Totals, .	\$6,336 00	\$292 00	—	\$83 75	\$918 53	—	—	\$480 66	\$8,217 89	—

## BRISTOL COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of schools and academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Acushnet, . . . . .	—	—	\$372 01	—	—	—	—	—	—	\$212 46	—
Attleborough, . . . . .	\$1,130 00	\$51 00	818 91	—	—	—	1	20	\$390 00	148 36	—
Berkley, . . . . .	—	—	150 06	—	—	—	—	—	—	309 75	—
Dartmouth, . . . . .	2,000 00	95 81	359 82	—	—	—	—	—	—	184 26	—
Dighton, . . . . .	—	—	237 65	—	—	—	—	—	—	218 56	—
Easton, . . . . .	100,000 00	7,500 00	567 67	—	—	—	—	12	—	52 28	—
Fairhaven, . . . . .	—	—	399 99	—	—	—	2	12	—	178 24	—
Fall River, . . . . .	—	—	—	—	—	—	12	1,036	7,030 00	—	—
Freetown, . . . . .	—	—	175 73	—	—	—	—	—	—	215 84	—
Mansfield, . . . . .	1,000 00	56 00	449 08	—	—	—	—	—	—	182 84	—
New Bedford, . . . . .	50,000 00	3,000 00	795 00	2	175	\$4,000 00	45	1,923	5,000 00	—	\$22 80
No. Attleborough, . . . . .	2,500 00	—	837 00	—	—	—	—	—	—	—	—
Norton, . . . . .	—	—	311 29	1	107	5,677 25	—	—	—	221 80	—
Raynham, . . . . .	—	—	290 09	—	—	—	—	—	—	216 32	—
Rehoboth, . . . . .	—	—	—	—	—	—	1	20	222 00	218 69	—
Seekonk, . . . . .	7,500 00	200 00	225 93	—	—	—	—	—	—	215 44	30 00
Somerset, . . . . .	—	—	237 09	—	—	—	—	—	—	180 94	—
Swansea, . . . . .	—	—	—	—	—	—	—	—	—	214 36	24 50
Taunton, . . . . .	—	—	—	1	148	4,770 00	3	67	500 00	—	—
Westport, . . . . .	—	—	330 25	—	—	—	—	—	—	183 59	—
Totals, . . . . .	\$164,130 00	\$10,902 81	\$6,557 57	4	430	\$14,447 25	64	3,738	\$13,142 00	\$3,153 73	\$77 30

## DUKES COUNTY — CONCLUDED.

Chilmark, .	-	-	-	-	-	-	-	-	-	\$304 06	-
Cottage City, .	-	-	-	-	-	-	-	-	-	159 75	\$41 75
Edgartown, .	-	-	-	-	-	-	-	-	10	211 10	50 00
Gay Head, .	-	-	-	-	-	-	-	-	-	\$100 00	20 00
Gosnold, .	-	-	-	-	-	-	-	-	-	302 30	-
Tisbury, .	-	-	-	-	-	-	-	-	-	301 02	-
	-	-	-	-	-	-	-	-	-	211 38	-
Totals, .	-	-	-	-	-	-	-	-	10	\$1,489 61	\$111 75



## ESSEX COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation — 1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 8 and 14 years of age.	No. of different pupils in the Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Amesbury,	4,403	\$3,916,552	26	1,401	997	1,156	4	137	706	863	769	.89	28
Andover, .	5,711	4,197,527	26	918	685	975	10	15	685	745	686	.92	27
Beverly, .	9,186	14,287,100	35	1,684	1,019	1,596	—	97	861	1,589	1,313	.83	38
Boxford, .	840	642,613	6	140	86	136	1	6	91	109	99	.91	6
Bradford, .	3,106	1,610,337	12	555	338	682	—	59	358	546	488	.89	16
Danvers, .	7,061	3,770,588	21	1,099	659	1,257	7	72	724	1,063	958	.90	28
Essex, .	1,722	836,717	9	224	139	239	6	12	139	191	158	.83	9
Georgetown,	2,299	1,016,278	11	460	306	472	—	19	303	396	360	.91	12
Gloucester,	21,703	12,614,787	83	3,797	2,647	4,094	4	424	2,407	3,295	3,162	.96	98
Groveland,	2,272	871,673	10	406	246	421	—	19	244	329	283	.86	10
Hamilton,	851	753,000	4	106	78	109	1	5	78	99	82	.83	4
Haverhill,	21,795	16,246,412	84	3,749	2,097	4,325	—	267	2,499	3,549	3,191	.90	97
Ipswich, .	4,207	2,143,699	16	610	394	746	—	21	367	575	524	.91	19
Lawrence,	38,862	28,427,123	113	7,758	4,591	6,251	9	411	3,960	4,898	4,682	.96	133
Lynn, .	45,867	30,830,656	136	7,888	4,992	6,835	—	475	3,656	6,730	5,894	.88	147
Lynnfield,	766	553,411	3	103	69	113	1	4	69	87	75	.86	3
Manchester,	1,639	6,080,919	7	237	144	270	—	23	169	227	209	.92	8
Marblehead,	7,517	4,473,105	14	1,434	859	1,385	—	102	845	1,251	1,140	.91	30
Merrimac,	2,378	1,317,882	14	470	279	514	3	66	273	465	417	.90	16
Methuen, .	4,507	2,536,364	19	804	462	838	6	52	463	704	641	.91	22
Middleton,	899	581,284	4	132	80	154	3	14	80	128	100	.78	4
Nahant, .	637	4,991,322	4	135	99	148	—	22	—	125	113	.90	5
Newbury, .	1,590	965,251	7	312	150	201	—	6	134	173	140	.81	7

Newburyport, .	13,716	8,016,587	31	2,514	1,631	1,620	13	121	1,024	1,372	1,153	.84	37
North Andover, .	3,425	2,279,272	19	702	443	773	-	41	442	621	553	.89	22
Peabody, .	9,530	7,186,900	36	1,997	1,170	2,181	4	137	1,239	1,791	1,565	.87	42
Rockport, .	3,888	2,067,538	13	809	496	714	-	50	456	691	630	.91	18
Rowley, .	1,183	547,188	7	196	132	217	2	12	122	175	142	.81	7
Salem, .	28,090	26,187,327	90	5,222	3,185	3,704	-	350	2,200	3,473	3,073	.88	102
Salisbury, .	4,840	488,405	6	214	132	229	2	16	147	179	156	.87	6
Saugus, .	2,855	2,108,896	14	525	317	601	-	56	451	507	457	.90	15
Swampscott, .	2,471	3,706,054	12	357	219	474	-	43	275	415	354	.85	12
Topsfield, .	1,141	1,385,430	5	172	110	170	10	15	102	155	127	.82	6
Wenham, .	871	544,350	5	155	110	142	3	12	110	115	101	.88	5
West Newbury, .	1,899	950,331	10	296	202	339	-	35	.210	273	247	.91	10
Totals, .	263,727	\$199,452,878	912	47,581	29,563	44,081	89	3,216	25,889	37,904	34,042	.90	1,049

## ESSEX COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.				Salary of Principal.	
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.		
															Months.
Amesbury, .	1	31	4	4	\$168 42	\$29 37	240-15	9-5	—	1	3	137	Taxation,	9-10	\$1,600 00
Andover, .	1	32	8	5	36 00	37 80	242-12	9-7	—	1	3	89	Not by tax,	9	1,600 00
Beverly, .	4	34	11	11	78 75	36 90	350	10	—	1	4	202	Taxation,	10	1,350 00
Boxford, .	—	8	2	—	—	32 00	42	7-10	—	1	—	—	—	—	—
Bradford, .	1	15	—	—	115 79	36 30	114	9-10	—	1	3	64	Taxation,	9-10	1,100 00
Danvers, .	5	36	22	12	126 66	34 32	182	9-5	—	1	3	102	Taxation,	10	1,400 00
Essex, .	4	8	6	3	65 49	25 00	76-10	8-10	—	1	—	—	—	—	—
Georgetown, .	—	14	5	1	105 55	36 00	99	9	—	1	2	90	Taxation,	9	950 00
Gloucester, .	5	103	53	47	160 00	39 70	782-3	9-8	—	1	6	243	Taxation,	9-11	2,000 00
Groveland, .	2	11	6	4	71 75	34 67	88-15	8-19	—	1	1	32	Taxation,	10	700 00
Hamilton, .	—	5	2	2	—	32 00	38	9-10	—	1	—	—	—	—	—
Haverhill, .	5	105	20	17	135 00	54 50	760	9-9	—	1	7	239	Taxation,	10	1,900 00
Ipswich, .	3	23	11	9	125 00	34 06	141-15	9-12	1	1	2	62	Part tax,	10	1,500 00
Lawrence, .	9	138	6	3	144 00	47 00	1,130	10	—	1	9	318	Taxation,	10	2,000 00
Lynn, .	10	137	84	60	149 75	57 85	1,292	9-13	—	1	10	278	Taxation,	9-13	2,200 00
Lynnfield, .	—	5	2	2	—	37 33	28-15	9-10	—	1	—	—	—	—	—
Manchester, .	1	10	4	4	80 00	32 85	63-15	9-2	—	1	1	50	Taxation,	9-10	758 00
Marblehead, .	2	28	8	4	97 78	40 74	143-10	10-5	—	1	3	94	Taxation,	10-5	1,004 50
Merrimac, .	1	17	2	—	105 26	35 40	117-5	8-4	—	1	2	57	Taxation,	9-10	1,000 00
Methuen, .	2	28	2	2	44 44	36 11	171	9	—	1	3	38	Taxation,	9	1,100 00
Middleton, .	—	4	3	3	—	38 00	37-13	9-8	—	1	—	—	—	—	—
Nahant, .	1	4	2	2	132 00	60 00	40	10	—	1	2	27	Taxation,	10	1,200 00
Newbury, .	—	11	2	2	—	28 60	63	9	—	1	—	—	—	—	—

Newburyport, . . .	6	34	7	4	112 00	37 65	310	10	-	1	4	120	Part tax, Taxation,	10	1,500 00
North Andover, . .	3	21	4	2	85 00	36 87	181	9-10	-	1	2	52	Taxation,	10	1,200 00
Peabody, . . .	5	37	16	16	111 00	42 30	360	10	-	1	3	78	Taxation,	10	1,400 00
Rockport, . . .	1	17	3	2	72 22	31 33	117	9	-	1	2	62	Taxation,	9	650 00
Rowley, . . .	-	9	1	-	-	24 00	63	9	-	-	-	-	-	-	-
Salem, . . .	8	94	74	66	137 50	56 22	891	9-9	-	1	9	216	Taxation,	10	2,200 00
Salisbury, . . .	1	7	1	1	60 00	26 80	54	9	-	1	1	43	Taxation,	9	540 00
Saugus, . . .	1	17	6	5	26 32	36 92	129-5	9-10	-	1	2	60	Taxation,	9-10	1,000 00
Swampscott, . . .	1	15	12	6	110 00	42 72	118-10	10	-	1	2	29	Taxation,	10	1,100 00
Topsfield, . . .	1	7	2	1	50 00	29 41	40-5	8	-	-	-	-	-	-	-
Wenham, . . .	-	9	6	6	-	33 87	45	9	-	-	-	-	-	-	-
West Newbury, . .	2	11	1	-	76 45	29 04	80	8	-	1	1	38	Taxation,	8	823 25
Totals, . . .	87	1,085	398	305	\$115 84	\$43 88	8,633-8	8-19	1	26	90	2,820	-	249-19	\$33,775 75

## ESSEX COUNTY—CONTINUED.

TOWNS.	Amount raised by taxes for schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Amesbury,	\$14,000 00	\$300 00		\$50 00	\$1,900 40	—	\$162 08	\$349 64	\$16,762 12	—
Andover, .	11,000 00	550 00	—	79 00	655 00	—	176 00	824 00	13,284 00	—
Beverly, .	19,524 99	158 50	—	34 16	2,645 05	—	—	3,220 16	25,582 86	—
Boxford, .	1,400 00	108 00	—	10 00	214 12	—	—	44 24	1,776 36	—
Bradford, .	6,800 00	225 00	—	30 00	1,036 63	\$1,280 00	—	165 28	9,536 91	—
Danvers, .	13,124 00	609 54	—	60 00	1,508 22	—	—	817 41	16,119 17	—
Essex, .	3,257 66	180 00	—	27 00	306 12	—	—	110 39	3,881 17	—
Georgetown,	5,250 00	290 00	—	35 00	445 47	—	161 85	—	6,182 32	—
Gloucester,	50,601 01	300 00	\$2,100 00	283 25	4,815 23	—	1,005 46	7,544 81	66,649 76	—
Groveland,	3,880 00	170 00	—	45 00	441 31	—	1,368 00	208 22	6,112 53	—
Hamilton,	1,200 00	45 00	—	8 28	133 65	—	—	150 45	1,537 38	—
Haverhill,	58,769 29	138 00	2,025 00	50 00	4,357 71	—	—	2,300 00	67,640 00	—
Ipswich, .	6,700 00	300 50	—	—	600 00	—	—	300 00	7,900 50	—
Lawrence,	76,237 51	—	2,200 00	245 00	5,974 94	—	—	5,961 81	90,619 26	—
Lynn, .	101,579 85	1,000 00	2,250 00	284 41	7,810 21	—	6,175 15	7,503 42	126,603 04	—
Lynnfield,	900 00	75 00	—	25 00	173 46	—	—	12 44	1,185 90	—
Manchester,	3,150 00	248 80	—	32 00	234 01	—	—	122 83	3,787 64	—
Marblehead,	15,223 07	—	—	65 66	1,630 73	—	—	431 43	17,350 89	—
Merrimac,	6,000 00	155 00	—	—	675 00	—	125 00	140 00	7,095 00	—
Methuen, .	9,000 00	400 00	—	38 50	920 91	—	—	802 63	11,162 04	—
Middleton,	1,400 00	70 00	—	29 00	178 62	—	—	115 29	1,792 91	—
Nahant, .	3,735 89	275 00	—	86 50	807 18	—	—	174 83	5,079 40	—
Newbury,	2,100 00	60 00	—	20 00	203 00	—	—	100 00	2,483 00	—



Newburyport, .	19,072 53	-	769 79	50 00	1,228 22	-	300 00	300 00	21,720 54	-
North Andover, .	10,000 00	325 00	-	50 00	697 88	-	1,335 64	77 42	12,485 94	-
Peabody, .	26,029 65	620 00	-	58 30	1,479 99	-	-	2,302 76	30,490 70	-
Rockport, .	6,559 93	350 00	-	29 25	581 39	-	-	607 73	8,128 30	-
Rowley, .	1,797 40	76 75	-	-	298 46	-	616 02	71 70	2,860 33	-
Salem, .	74,500 01	1,200 00	-	129 60	8,473 07	-	4,439 83	4,117 05	92,859 56	-
Salisbury, .	1,800 00	58 79	-	20 00	146 49	-	-	86 15	2,111 43	-
Saugus, .	6,846 00	175 00	-	30 00	564 83	-	121 90	251 89	7,989 62	-
Swampscott, .	6,580 75	430 00	-	-	505 90	-	515 11	417 98	8,449 74	-
Topsfield, .	1,500 00	95 00	-	10 32	238 75	-	193 88	-	2,037 95	-
Wenham, .	1,400 00	100 00	-	25 00	121 09	-	-	23 89	1,669 98	-
West Newbury, .	3,480 83	156 50	-	20 00	248 71	-	-	62 56	3,968 60	-
Totals, .	\$574,400 37	\$9,245 38	\$9,344 79	\$1,960 23	\$52,251 75	\$1,280 00	\$16,695 92	\$39,718 41	\$704,896 85	-

## ESSEX COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Acad- emies.	Income of local funds.	Income of surplus rev- enue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for appa- ratus and books of reference.
				No. of Academies.	Whole No. at- tending for the year.	Amount of tu- tion paid.	No. of Private Schools.	Whole No. at- tending for the year.	Estimated amt of tuition.		
Amesbury, . . .	-	-	\$477 20	2	407	\$25,128 00	2	292	-	\$199 50	-
Andover, . . .	\$360,675 00	\$12,595 00	96 00	2	407	-	1	12	\$252 00	61 21	\$96 00
Beverly, . . .	3,000 00	180 00	940 80	1	-	-	1	20	400 00	-	-
Boxford, . . .	2,437 94	128 00	51 50	1	-	-	1	20	-	207 59	-
Bradford, . . .	-	-	272 65	1	174	8,620 00	1	29	2,400 00	187 51	-
Danvers, . . .	-	-	503 30	1	-	-	1	22	600 00	73 81	-
Essex, . . .	-	-	108 15	1	-	-	1	-	-	219 37	-
Georgetown, . . .	-	-	157 15	1	-	-	1	-	-	182 23	-
Gloucester, . . .	-	-	-	2	-	-	2	80	1,500 00	-	-
Groveland, . . .	-	-	-	1	-	-	1	-	-	227 36	-
Hamilton, . . .	-	-	-	1	-	-	1	-	-	207 11	-
Haverhill, . . .	-	-	480 60	1	-	-	3	593	1,000 00	-	-
Ipswich, . . .	-	-	563 05	1	-	-	1	16	160 00	188 19	-
Lawrence, . . .	-	-	-	3	-	-	3	1,500	6,850 00	-	-
Lynn, . . .	-	-	-	6	-	-	6	750	4,000 00	-	-
Lynnfield, . . .	-	-	84 60	9	-	-	9	-	-	207 79	-
Manchester, . . .	-	-	-	1	-	-	1	-	-	16 18	-
Marblehead, . . .	-	-	753 45	1	-	-	2	40	100 00	97 44	-
Merrimac, . . .	10,000 00	-	187 55	1	-	-	1	-	-	180 27	-
Methuen, . . .	-	-	369 19	1	-	-	1	-	-	203 83	-
Middleton, . . .	-	-	132 75	1	-	-	1	-	-	208 40	-
Nahant, . . .	-	-	-	1	-	-	1	-	-	9 48	-
Newbury, . . .	25,000 00	1,500 00	141 45	1	30	1,500 00	1	-	-	221 53	-

Newburyport, .	65,000 00	3,675 00	—	1	91	—	4	800	3,000 00	170 30	—
North Andover, .	4,000 00	200 00	—	—	—	—	—	—	—	196 11	—
Peabody, .	10,000 00	640 00	870 30	—	—	—	2	35	700 00	133 80	55 00
Rockport, .	—	—	—	—	—	—	1	12	300 00	198 41	—
Rowley, .	—	—	106 80	—	—	—	—	—	—	214 90	—
Salem, .	15,425 00	925 50	3,132 36	—	—	—	15	1,308	10,000 00	—	—
Salisbury, .	—	—	123 00	—	—	—	1	8	40 00	203 22	20 00
Saugus, .	—	—	—	—	—	—	—	—	—	184 94	—
Swampscott, .	—	—	—	—	—	—	—	—	—	23 50	—
Topsfield, .	—	—	139 50	—	—	—	—	—	—	161 85	—
Wenham, .	—	—	163 00	—	—	—	—	—	—	210 16	—
West Newbury, .	—	—	153 22	—	—	—	—	—	—	219 98	—
Totals, .	\$495,537 94	\$19,843 50	\$10,007 57	5	702	\$35,248 00	47	5,537	\$31,302 00	\$4,815 97	\$171 00

## FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation — 1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 15 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Ashfield, .	1,097	\$481,240	11	146	97	194	5	21	97	154	143	.93	11
Barnardston, .	930	407,478	6	157	88	176	2	11	88	122	116	.95	6
Buckland, .	1,760	550,825	10	250	199	279	—	7	199	243	214	.88	10
Charlenmont, .	958	336,575	9	184	109	194	3	31	119	156	145	.93	10
Colrain, .	1,605	562,259	15	376	234	386	5	34	234	290	262	.90	25
Conway, .	1,573	783,989	13	279	173	299	5	33	178	246	224	.91	13
Deerfield, .	3,042	1,200,685	21	560	324	577	3	28	324	435	373	.86	20
Erving, .	873	337,451	5	174	110	179	2	4	110	128	112	.87	5
Gill, .	860	433,422	7	140	102	145	2	11	92	123	109	.88	7
Greenfield, .	4,869	4,299,746	24	937	676	1,066	1	145	576	905	827	.91	30
Hawley, .	545	156,441	8	92	69	103	—	11	69	86	76	.88	8
Heath, .	568	161,742	8	113	65	131	—	21	68	113	102	.90	8
Leverett, .	779	285,091	6	122	70	138	—	20	69	114	98	.86	6
Leyden, .	447	173,183	6	95	72	104	1	17	63	82	72	.88	6
Monroe, .	176	50,289	3	40	14	55	—	4	20	38	34	.89	3
Montague, .	5,629	2,947,880	26	1,361	972	1,193	2	84	746	1,072	936	.87	28
New Salem, .	832	294,070	8	128	96	161	3	7	107	120	106	.88	8
Northfield, .	1,705	699,684	9	248	135	292	1	37	156	217	194	.89	9
Orange, .	3,650	1,818,234	22	614	379	766	4	74	436	681	637	.94	24
Rowe, .	582	192,610	7	104	75	121	1	13	63	102	90	.80	7
Shelburne, .	1,614	852,258	10	269	102	265	3	21	164	211	194	.92	10
Shutesbury, .	485	150,414	6	106	63	119	3	10	63	94	84	.89	6
Sunderland, .	700	427,483	5	116	67	138	—	23	69	126	98	.78	5

Warwick, . . . . .	662	284,365	9	102	67	119	—	18	67	139	131	.94	9
Wendell, . . . . .	509	200,110	5	91	53	104	—	7	59	69	62	.90	5
Whately, . . . . .	999	395,292	6	185	115	178	8	4	104	189	171	.90	6
Totals, . . . . .	37,449	\$18,482,816	265	6,989	4,526	7,482	56	696	4,310	6,255	5,610	.90	285

## HAMPDEN COUNTY.

Agawam, . . . . .	2,357	\$1,217,255	11	440	313	492	3	26	272	399	355	.89	12
Blandford, . . . . .	954	360,657	13	213	124	232	7	23	124	182	161	.88	13
Brimfield, . . . . .	1,137	481,065	9	149	94	196	3	15	114	157	122	.78	9
Chester, . . . . .	1,318	518,138	11	232	147	214	6	7	138	179	160	.89	11
Chicopee, . . . . .	11,516	5,844,065	30	2,453	1,476	1,676	—	98	915	1,108	1,030	.93	35
Granville, . . . . .	1,193	344,021	10	192	126	246	10	41	129	181	155	.86	10
Hampden, . . . . .	868	433,095	7	177	105	191	5	3	127	136	120	.88	7
Holland, . . . . .	229	106,541	2	25	13	41	2	5	13	29	26	.90	2
Holyoke, . . . . .	27,895	18,122,580	75	6,297	4,168	4,333	8	162	2,929	2,946	2,728	.93	86
Longmeadow, . . . . .	1,677	965,797	12	286	200	298	7	32	193	248	215	.87	13
Ludlow, . . . . .	1,649	814,954	14	330	202	406	1	27	274	312	273	.88	14
Monson, . . . . .	3,958	1,484,043	19	650	428	678	13	35	404	521	489	.94	20
Montgomery, . . . . .	278	136,459	5	50	37	58	1	7	37	56	44	.79	5
Palmer, . . . . .	5,923	2,610,804	28	1,210	814	1,284	4	57	849	930	837	.90	28
Russell, . . . . .	847	463,441	5	154	147	155	4	3	113	118	104	.88	5
Southwick, . . . . .	982	556,285	10	165	103	245	3	40	122	173	149	.86	10
Springfield, . . . . .	37,575	37,982,664	112	6,516	3,930	5,841	11	557	3,404	4,643	4,345	.94	138
Tolland, . . . . .	422	173,255	6	72	53	89	6	7	44	77	68	.88	9
Wales, . . . . .	853	280,160	5	150	110	168	2	3	93	111	100	.90	5
Westfield, . . . . .	8,961	6,508,130	35	1,788	1,101	1,611	19	162	1,179	1,391	1,224	.88	45
West Springfield, . . . . .	4,448	3,091,824	23	864	585	1,046	8	70	623	836	752	.90	25
Wilbraham, . . . . .	1,724	700,071	9	206	147	271	1	6	188	200	176	.89	9
Totals, . . . . .	116,764	\$83,195,304	451	22,619	14,423	19,771	124	1,386	12,284	14,933	13,633	.91	511



## FRANKLIN COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	A'v'ge wages per month of male teachers in Public Schools.	A'v'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.						Salary of Principal.		
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Days.				
Ashted,	2	12	2	1	\$23 00	\$22 64	67-5	6-3	2	1	1	1	2	1	Part tax,	9	—	\$850 00
Bernardston,	3	8	1	—	26 66	27 50	48-5	8-1	—	—	—	—	—	68	—	—	—	—
Buckland,	1	14	—	—	42 00	31 88	78-13	7-17	—	—	—	—	—	—	—	—	—	—
Charlton,	1	13	1	—	40 00	17 11	59	6	—	—	—	—	—	—	—	—	—	—
Colrain,	2	23	2	—	27 20	20 47	111	7	—	—	—	—	—	—	—	—	—	—
Conway,	—	16	3	1	—	27 00	90-10	6-19	—	—	—	—	—	1	Taxation,	8-10	—	439 50
Deerfield,	4	20	5	4	31 00	31 00	151-10	7-5	—	—	—	—	—	1	Taxation,	10	—	480 00
Erving,	—	7	3	—	—	34 13	40-15	8-3	—	—	—	—	—	—	—	—	—	—
Gill,	—	9	2	—	—	27 14	51-10	7-7	—	—	—	—	—	—	—	—	—	—
Greenfield,	2	28	6	2	88 00	35 33	212	9	—	—	—	—	—	3	Taxation,	9	—	1,400 00
Hawley,	2	8	—	—	22 00	18 00	48	6	—	—	—	—	—	—	—	—	—	—
Heath,	—	11	—	—	—	19 79	48	6	—	—	—	—	—	—	—	—	—	—
Leverett,	—	7	1	—	—	25 99	44-14	7-9	—	—	—	—	—	—	—	—	—	—
Leyden,	2	8	1	1	26 00	26 74	33	5-12	1	—	—	—	—	1	Taxation,	3	—	125 00
Monroe,	1	5	2	1	24 00	23 00	18	6	—	—	—	—	—	—	—	—	—	—
Montague,	2	33	16	12	70 50	38 34	228	8-15	1	—	—	—	—	4	Taxation,	9	—	{ 500 00 800 00
New Salem,	1	16	—	—	24 66	22 31	52-10	6-12	—	—	—	—	—	—	—	—	—	—
Northfield,	—	10	1	1	—	29 62	67	7-8	—	—	—	—	—	—	—	—	—	—
Orange,	1	29	5	3	105 27	30 16	169-9	7-27	—	—	—	—	—	2	Taxation,	9-10	—	1,000 00
Rowe,	1	9	—	—	26 00	19 50	42	6	—	—	—	—	—	—	—	—	—	—
Shelburne,	3	15	5	5	37 00	31 00	82-6	8	—	—	—	—	—	—	—	—	—	—
Shutesbury,	2	9	—	—	20 00	18 57	36	6	—	—	—	—	—	—	—	—	—	—
Sunderland,	1	6	2	2	28 00	32 33	38	7-12	—	—	—	—	—	3	Taxation,	7-15	—	288 00

Warwick, . . .	-	11	1	1	-	20 66	53-10	5-16	-	-	-	-
Wendell, . . .	-	8	-	-	-	21 77	36	7-4	-	-	-	-
Whately, . . .	1	7	-	-	26 00	24 33	54	9	-	-	-	-
Totals, . . .	32	342	59	34	\$37 00	\$27 74	1,960-17	7-3	4	9	17	481
												65-15
												\$5,882 50

## HAMPDEN COUNTY — CONTINUED.

Agawam, . . .	1	13	5	3	\$48 00	\$35 00	90-15	8-5	-	-	-	-	-	-
Blandford, . . .	1	19	1	1	22 00	22 00	75-15	5-19	-	-	-	-	-	-
Brimfield, . . .	-	11	-	-	-	26 25	55	6-5	-	4	100	Endow'm't,	10	\$1,200 00
Chester, . . .	-	14	4	-	-	26 00	72	6	-	2	40	Taxation,	9-18	{ 1,300 00 1,300 00
Chicopee, . . .	4	31	9	6	102 00	43 05	266-18	9-15	-	2	38			
Granville, . . .	-	19	6	2	-	27 93	75	7-10	-	-	-	-	-	-
Hampden, . . .	1	9	1	-	29 00	29 00	57-10	8-4	-	-	-	-	-	-
Holland, . . .	1	3	-	-	25 00	21 40	16	8	-	-	-	-	-	-
Holyoke, . . .	8	80	28	26	156 67	41 58	693-18	9-17	-	1	6	Taxation,	9-13	1,900 00
Longmeadow, . . .	1	15	-	-	42 00	31 04	97-2	8-2	-	-	-	-	-	-
Ludlow, . . .	2	16	6	4	26 00	26 55	112-5	8	-	-	-	-	-	-
Monson, . . .	4	20	1	1	40 00	33 00	165	8-5	-	1	4	Taxation,	9-10	1,500 00
Montgomery, . . .	-	6	2	1	-	20 00	31	6	-	-	-	-	-	-
Palmer, . . .	6	36	10	6	61 60	34 36	253	9	-	1	3	Taxation,	10	1,200 00
Russell, . . .	-	7	2	1	-	29 20	38	7-12	-	-	-	-	-	-
Southwick, . . .	3	14	1	-	42 00	24 00	82-10	8-3	-	-	-	-	-	-
Springfield, . . .	12	136	47	34	182 00	56 96	1,120	10	-	1	12	Taxation,	10	2,700 00
Tolland, . . .	-	9	1	-	-	20 67	38-15	6-9	-	-	-	-	-	-
Wales, . . .	-	9	2	1	-	24 50	40	8	-	-	-	-	-	-
Westfield, . . .	6	47	37	27	118 24	37 20	312	8-7	-	1	5	Taxation,	10	1,700 00
West Springfield, . . .	1	30	9	9	120 00	35 70	216-10	9-10	-	1	2	Taxation,	10	1,200 00
Wilbraham, . . .	-	13	-	-	-	30 00	72	8-13	-	-	-	-	-	-
Totals, . . .	51	557	172	122	\$108 79	\$39 23	3,980-18	8-7	3	9	40	1,172	79-1	\$14,000 00

## FRANKLIN COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school-year 1887-88	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Ashfield, .	\$1,500 00	\$80 00	—	\$9 35	—	—	—	\$50 00	\$1,639 35	—
Barnardston, .	2,050 00	77 00	—	—	\$187 30	—	—	9 64	2,323 94	\$300 00
Buckland, .	2,200 00	155 00	—	8 00	\$316 80	—	\$323 37	—	3,003 17	—
Charlemont, .	1,200 00	94 00	—	9 25	106 78	—	133 62	33 54	1,577 19	—
Colrain, .	2,400 00	148 10	—	—	250 00	—	—	78 56	2,876 66	—
Conway, .	2,500 00	106 50	—	14 00	208 90	—	—	233 54	3,062 94	—
Deerfield, .	5,700 00	336 00	—	20 00	500 00	\$2,666 00	1,200 00	200 00	10,622 00	—
Erving, .	1,200 00	64 97	—	10 00	175 21	—	687 86	95 33	2,233 37	—
Gill, .	1,400 00	72 00	—	10 00	236 55	—	6 50	20 96	1,746 01	—
Greenfield, .	11,055 75	400 00	—	17 25	1,377 00	—	750 00	1,350 00	14,950 00	—
Hawley, .	900 00	50 00	—	9 20	103 26	—	253 08	3 00	1,318 54	—
Heath, .	800 00	41 00	—	5 00	121 53	—	—	20 27	987 80	—
Leverett, .	800 00	72 40	—	5 00	144 59	—	—	65 67	1,087 66	16 25
Leyden, .	850 00	50 00	—	12 00	58 26	—	—	20 36	990 62	—
Monroe, .	200 00	3 00	—	7 40	56 45	—	20 00	—	286 85	—
Montague, .	11,359 87	300 00	—	42 00	2,315 62	—	—	673 73	14,691 22	—
New Salem, .	1,100 00	53 25	—	8 00	65 49	—	1,112 83	14 20	2,353 77	—
Northfield, .	2,200 00	160 00	—	35 00	300 00	—	—	200 00	2,895 00	32 00
Orange, .	7,375 00	297 00	—	23 00	1,182 58	5,910 32	—	669 53	15,457 43	—
Rowe, .	700 00	30 00	—	5 00	77 00	—	—	113 00	925 00	—
Shelburne, .	3,000 00	112 00	—	18 00	229 00	—	—	34 00	3,393 00	23 00
Shutesbury, .	600 00	50 00	—	5 00	113 67	—	—	182 06	950 73	—
Sunderland, .	1,500 00	55 00	—	5 00	211 35	—	—	101 05	1,872 40	—

Warwick, .	1,000 00	—	\$60 00	12 00	113 74	—	—	2 80	1,188 54	10 00
Wendell, .	700 00	28 50	—	8 00	35 27	—	31 31	7 19	810 27	—
Whately, .	1,200 00	75 00	—	—	172 12	—	—	34 55	1,481 67	—
Totals, .	\$65,490 62	\$2,910 72	\$60 00	\$297 45	\$8,658 47	\$8,576 32	\$4,518 57	\$4,212 98	\$94,725 13	\$381 25

## HAMPDEN COUNTY — CONTINUED.

Agawam, .	\$4,000 00	\$118 00	—	\$17 00	\$385 00	\$2,574 08	—	\$79 00	\$7,173 08	—
Blandford, .	1,758 16	—	\$100 00	10 00	227 87	—	—	16 34	2,112 37	—
Brimfield, .	1,300 00	76 00	—	4 05	116 50	—	—	75 57	1,572 12	—
Chester, .	1,600 00	131 19	—	30 00	327 63	—	—	87 10	2,175 92	—
Chicopee, .	21,637 42	—	1,600 00	—	2,237 75	3,748 63	\$132 90	756 27	30,112 97	—
Granville, .	2,288 26	100 50	—	—	135 92	—	207 03	44 81	2,776 52	—
Hampden, .	1,325 00	105 50	—	30 00	205 45	—	53 94	23 57	1,743 46	\$112 00
Holland, .	200 00	30 00	—	8 00	50 00	—	18 00	—	306 00	—
Holyoke, .	56,586 52	250 00	2,000 00	109 00	3,670 17	12,182 12	3,684 22	1,225 16	79,707 19	—
Longmeadow, .	3,800 00	192 85	—	20 00	403 00	—	—	514 27	4,930 12	—
Ludlow, .	3,600 00	150 00	—	8 00	288 99	—	218 20	35 40	4,300 59	269 25
Monson, .	6,500 00	357 25	—	20 00	632 50	—	168 63	75 00	7,753 38	—
Montgomery, .	500 00	18 00	—	10 00	37 20	—	—	11 48	576 68	—
Palmer, .	11,900 00	600 00	—	40 00	1,073 64	—	—	362 41	13,976 05	—
Russell, .	1,000 00	47 50	—	10 00	243 80	—	—	7 00	1,308 30	—
Southwick, .	1,500 00	184 00	—	20 00	200 00	925 00	—	50 00	2,879 00	—
Springfield, .	100,910 00	500 00	3,125 00	110 00	9,612 84	18,356 10	4,424 88	5,078 64	142,117 46	—
Tolland, .	600 00	24 00	—	3 00	151 63	—	—	35 36	813 99	10 00
Wales, .	800 00	—	—	12 00	174 80	—	183 02	19 00	1,188 82	—
Westfield, .	21,300 00	700 00	—	76 80	2,360 44	—	1,760 34	772 51	26,970 09	—
W. Springfield, .	11,800 00	381 01	—	23 00	893 95	—	181 65	512 40	13,792 01	—
Wilbraham, .	2,500 00	122 50	—	8 00	174 05	—	39 57	24 29	2,868 41	—
Totals, .	\$257,405 36	\$4,088 30	\$6,825 00	\$568 85	\$23,603 13	\$37,785 93	\$11,072 38	\$9,805 58	\$351,154 53	\$391 25

## FRANKLIN COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of schools and Acad- emies.	Income of local funds.	Income of surplus rev- enue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for appa- ratus and books of reference.
				No. of Academies.	Whole No. at- tending for the year.	Amount of tuti- tion paid.	No. of Private Schools.	Whole No. at- tending for the year.	Estimated amt't of tuition.		
Asfield, . . . . .	\$900 00	\$54 00	\$58 20	1	28	\$350 00				\$311 92	\$20 00
Bernardston, . . . . .	9,676 67	150 00	56 25	1	1	—		1	1	310 16	45 00
Buckland, . . . . .	778 67	45 72	183 58	1	1	—		1	1	219 91	—
Charlemont, . . . . .	800 00	48 00	29 45	1	1	—		1	1	310 63	11 40
Colrain, . . . . .	—	—	—	1	1	—		1	—	222 35	—
Conway, . . . . .	—	—	85 10	1	1	—		20	\$375 00	219 70	—
Deerfield, . . . . .	50,000 00	3,000 00	156 00	1	70	224 50		1	1	189 88	—
Erving, . . . . .	—	—	101 72	1	1	—		1	1	311 44	—
Gill, . . . . .	—	—	22 50	1	4	500 00		1	1	308 19	36 55
Greenfield, . . . . .	—	—	—	1	30	11,168 00		1	1	61 62	30 00
Hawley, . . . . .	400 00	23 73	—	1	1	—		1	1	306 97	—
Heath, . . . . .	—	—	28 00	1	1	—		1	1	307 92	—
Leverett, . . . . .	—	—	54 00	1	1	—		1	1	308 60	—
Leyden, . . . . .	—	—	—	1	1	—		1	1	307 45	—
Monroe, . . . . .	—	—	14 00	1	1	—		1	1	302 23	—
Montague, . . . . .	—	—	—	1	1	—		1	1	241 41	60 35
New Salem, . . . . .	4,000 00	200 00	31 06	1	60	390 00		1	1	308 53	—
Northfield, . . . . .	—	—	92 00	1	276	20,288 39		1	1	217 94	—
Orange, . . . . .	—	—	—	1	1	—		1	1	193 07	—
Rowe, . . . . .	200 00	12 00	30 18	1	104	1,700 00		1	1	306 91	—
Shelburne, . . . . .	—	—	55 00	1	1	—		21	2,300 00	218 62	—
Shutesbury, . . . . .	—	—	—	1	1	—		1	1	306 91	—
Sunderland, . . . . .	—	—	—	1	1	—		1	1	309 41	—



Warwick, . . .	500 00	20 20	—	—	—	—	—	—	307 45	—
Wendell, . . .	540 00	32 40	24 95	—	—	—	—	—	304 68	—
Whately, . . .	—	—	—	—	—	—	—	—	313 61	—
Totals, . . .	\$67,795 34	\$3,586 05	\$1,021 99	7	572	\$34,620 89	3	41	\$7,027 51	\$203 30

## HAMPTEN COUNTY — CONCLUDED.

Agawam, . . .	—	—	\$147 68	—	—	—	1	6	\$50 00	\$180 20	\$4 00
Blandford, . . .	\$3,000 00	\$180 00	110 70	—	—	—	—	—	—	313 88	—
Brimfield, . . .	—	—	—	—	—	—	—	—	—	311 85	—
Chester, . . .	—	—	219 22	—	—	—	1	20	125 00	214 57	—
Chicopee, . . .	—	—	—	—	—	—	3	950	6,000 00	156 08	156 08
Granville, . . .	—	—	—	—	—	—	—	—	—	312 53	—
Hampden, . . .	—	—	90 17	—	—	—	—	—	—	312 05	6 00
Holland, . . .	222 22	13 33	29 00	—	—	—	5	2,076	6,600 00	302 71	—
Holyoke, . . .	—	—	995 38	—	—	—	—	—	—	—	—
Longmeadow, . . .	731 00	40 20	199 26	—	—	—	4	124	360 00	225 73	—
Ludlow, . . .	—	—	—	—	—	—	—	—	—	192 93	—
Monson, . . .	23,000 00	1,500 00	392 20	1	81	\$1,687 50	—	—	—	303 32	—
Montgomery, . . .	—	—	30 05	—	—	—	1	55	—	228 82	204 00
Palmer, . . .	850 00	34 34	432 79	—	—	—	—	—	—	309 68	—
Russell, . . .	—	—	93 83	—	—	—	—	—	—	212 26	—
Southwick, . . .	15,618 03	923 05	93 83	—	—	—	—	—	—	—	—
Springfield, . . .	—	—	—	—	—	—	8	1,200	13,500 00	—	—
Tolland, . . .	—	—	53 99	—	—	—	—	—	—	304 27	—
Wales, . . .	—	—	—	—	—	—	—	—	—	310 02	—
Westfield, . . .	112,939 00	5,641 00	—	1	—	—	1	28	160 00	110 24	—
West Springfield, . . .	15,000 00	717 07	410 12	—	—	—	—	—	—	60 81	—
Wilbraham, . . .	1,308 40	78 50	115 40	1	403	12,238 76	—	—	—	216 25	—
Totals, . . .	\$172,668 65	\$9,127 49	\$3,413 62	3	484	\$13,926 26	24	4,459	\$26,795 00	\$4,796 01	\$370 08

## HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation — 1887.	No. of Public Schools	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Amherst, .	4,199	\$2,892,141	19	615	370	745	3	129	369	573	527	.92	23
Belchertown, .	2,307	824,275	20	451	287	543	5	68	268	391	344	.88	20
Chesterfield, .	698	287,312	7	124	85	142	3	18	86	93	83	.89	7
Cummington, .	805	317,894	8	124	80	150	1	40	78	153	145	.95	9
Easthampton, .	4,291	2,473,975	20	821	486	830	6	67	496	680	622	.91	23
Enfield, .	1,010	600,360	7	148	91	167	1	18	91	140	131	.94	7
Goshen, .	336	133,982	5	49	40	75	—	26	47	73	68	.93	5
Granby, .	729	436,449	8	120	105	144	5	12	96	110	101	.92	8
Greenwich, .	532	284,585	4	53	42	92	6	17	49	83	79	.95	4
Hadley, .	1,747	993,981	13	319	199	365	5	13	215	336	280	.83	13
Hatfield, .	1,367	884,228	8	253	158	263	1	8	160	211	188	.89	8
Huntington, .	1,267	473,215	9	239	151	294	6	9	175	209	178	.85	9
Middlefield, .	513	242,465	8	98	70	134	14	8	71	100	90	.90	8
Northampton, .	12,896	9,091,687	58	2,370	1,415	2,467	39	140	1,404	2,035	1,878	.92	65
Pelham, .	549	168,270	4	97	92	106	2	5	92	79	73	.92	4
Plainfield, .	453	148,485	5	66	40	86	—	19	39	58	51	.88	5
Prescott, .	448	174,910	5	74	51	75	1	9	51	63	60	.95	5
Southampton, .	1,025	490,343	8	165	115	174	2	28	102	125	113	.90	8
South Hadley, .	3,949	1,679,640	18	627	475	796	3	105	490	662	612	.92	22
Ware, .	6,003	4,041,211	25	1,383	980	1,373	4	90	940	970	906	.93	28
Westhampton, .	541	245,278	5	71	68	79	2	6	57	64	56	.88	5

Williamsburg, .	2,044	866,141	15	420	330	419	6	27	320	327	293	.90	15
Worthington, .	763	320,797	9	128	82	138	1	13	84	112	102	.91	9
Totals, .	48,472	\$28,071,624	288	8,815	5,812	9,657	116	875	5,780	7,647	6,980	.91	310

## HAMPSHIRE COUNTY — CONTINUED

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Average wages per month of male teachers in Public Schools.	Average wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of schools kept less than six months each.	HIGH SCHOOLS.						Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.	Months.	
Amherst, .	8	24	4	2	\$62 80	\$31 45	166-5	8-14	—	1	3	100	Taxation,	8-18	9	\$1,133 33
Belchertown, .	8	22	1	—	36 30	24 75	148-18	7-9	—	1	1	53	Taxation,	9	—	600 00
Cheslerfield, .	2	10	—	—	26 00	21 00	48	6-8	—	—	—	—	—	—	—	—
Cummington, .	1	10	1	—	48 00	25 33	42	5-5	—	1	2	57	Taxation,	3	—	144 00
Easthampton, .	—	25	3	1	—	33 30	178-15	8-18	—	1	2	50	Taxation,	9-15	—	800 00
Enfield, .	1	11	—	—	48 00	29 99	55	8	—	—	—	—	—	—	—	—
Goshen, .	1	6	1	1	40 00	21 50	27	6	1	—	—	—	—	—	—	—
Granby, .	2	11	3	2	47 33	26 00	63	8-17	—	1	1	29	Taxation,	8-5	—	500 00
Greenwich, .	—	7	—	—	—	29 11	30	7-10	—	—	—	—	—	—	—	—
Hadley, .	—	18	1	—	—	25 87	110-10	8-10	—	1	3	90	Not by tax,	9-10	—	800 00
Hatfield, .	—	9	1	—	—	27 54	70	8-8	—	—	—	—	—	—	—	—
Huntington, .	—	17	3	2	—	23 00	74	8	—	—	—	—	—	—	—	—
Middlefield, .	2	10	2	—	22 00	21 30	51-10	6-8	2	—	—	—	—	—	—	—
Northampton, .	4	70	8	7	118 75	37 25	514-5	8-2	—	1	5	135	Taxation,	9-12	—	1,500 00
Pelham, .	1	9	—	—	28 00	25 00	28-10	4-7	—	—	—	—	—	—	—	—
Plainfield, .	1	6	—	—	38 00	19 20	33-15	6-15	—	—	—	—	—	—	—	—
Prescott, .	3	7	—	—	24 00	22 00	35	7	—	—	—	—	—	—	—	—
Southampton, .	2	11	4	3	27 00	30 86	62	8	—	1	1	23	Taxation,	6	—	218 00
South Hadley, .	4	18	2	—	93 77	38 19	162	9	—	1	2	41	Taxation,	9	—	1,200 00
Ware, .	3	33	7	3	92 50	35 50	230-10	9-4	—	2	2	44	Taxation,	9	—	900 00
Westhampton, .	1	6	—	—	26 00	24 46	37-15	7-9	1	1	3	67	Taxation,	9-15	—	1,200 00

Williamsburg,	4	15	2	-	58 80	25 50	125-9	8-6	-	1	1	30	Taxation,	8-5	528 00
Worthington,	2	16	-	-	23 00	20 00	61-12	6-17	2	-	-	-	-	-	-
Totals, .	50	371	43	21	\$54 92	\$29 68	2,355-14	7-10	6	12	26	719	-	91	\$9,523 33



BOARD OF EDUCATION.

## HAMPSHIRE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for the Schools.
Amherst, . . . . .	\$8,214 21	\$150 00	\$700 00	\$10 00	\$748 87	\$507 23	—	\$246 03	\$10,576 34	—
Belchertown, . . . .	4,000 00	253 45	—	14 00	248 01	—	—	69 17	4,584 63	—
Chesterfield, . . . .	900 00	70 00	—	10 00	60 00	500 00	—	30 00	1,570 00	—
Cummington, . . . .	1,147 15	30 00	—	7 00	26 72	—	—	42 45	1,253 32	—
Easthampton, . . . .	8,150 00	200 00	—	15 00	1,450 00	—	—	500 00	10,315 00	—
Enfield, . . . . .	1,700 00	150 00	—	11 00	190 97	—	\$97 14	58 08	2,207 19	—
Goshen, . . . . .	400 00	25 00	—	4 00	121 85	—	—	3 00	553 85	—
Granby, . . . . .	1,935 00	110 25	—	12 00	209 71	—	—	28 00	2,294 96	—
Greenwich, . . . . .	400 00	70 00	—	7 00	106 07	—	—	2 21	585 28	—
Hadley, . . . . .	3,000 00	158 70	—	6 00	258 31	—	—	236 98	3,659 99	—
Hatfield, . . . . .	1,700 00	150 00	—	12 00	250 00	—	—	347 00	2,459 00	—
Huntington, . . . . .	1,600 00	165 00	—	9 00	119 00	—	—	23 00	1,916 00	—
Middlefield, . . . . .	800 00	51 25	—	5 00	128 58	—	—	4 00	988 83	—
Northampton, . . . .	27,025 00	—	1,000 00	60 00	2,648 31	—	—	2,581 89	33,315 20	—
Pelham, . . . . .	700 00	—	50 00	2 70	92 09	—	—	6 08	850 87	—
Plainfield, . . . . .	400 00	28 16	—	5 50	103 02	—	—	4 84	541 52	—
Prescott, . . . . .	500 00	37 16	—	3 00	37 42	—	—	18 10	595 68	—
Southampton, . . . .	1,450 00	90 00	—	—	103 00	—	—	133 52	1,776 52	—
South Hadley, . . . .	8,500 00	100 00	—	—	600 00	300 00	—	1,242 43	10,742 43	—
Ware, . . . . .	13,235 00	535 00	—	—	2,304 74	995 10	584 13	1,953 09	19,607 06	—
Westhampton, . . . .	800 00	60 00	—	—	—	—	—	45 00	905 00	—

Williamsburg, .	3,000 00	160 00	-	16 00	677 00	-	-	134 06	3,987 06	-
Worthington, .	1,000 00	75 00	-	5 00	162 14	-	-	36 65	1,278 79	-
Totals, .	\$90,556 36	\$2,668 97	\$1,750 00	\$214 20	\$10,645 81	\$2,302 33	\$681 27	\$7,745 58	\$116,564 52	\$35 00

# BOARD OF EDUCATION.

## HAMPSHIRE COUNTY — CONCLUDED.

TOWNS.	Amount of local funds, the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 23, 1888.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Amberst, . . . . .	\$6,000 00	\$230 00	\$399 24	—	—	—	6	110	\$7,353 00	\$190 70	—
Belchertown, . . . . .	6,000 00	255 00	317 98	—	—	—	—	—	—	231 49	—
Chesterfield, . . . . .	1,100 00	55 00	60 78	—	—	—	1	7	40 00	308 67	—
Cummington, . . . . .	—	—	61 47	—	—	—	—	—	—	309 15	—
Easthampton, . . . . .	256,916 24	9,457 65	165 57	1	89	\$5,574 16	—	—	—	202 95	\$25 00
Enfield, . . . . .	—	—	—	—	—	—	—	—	—	210 29	—
Goshen, . . . . .	—	—	—	—	—	—	—	—	—	303 99	—
Granby, . . . . .	—	—	119 36	—	—	—	—	—	—	309 01	—
Greenwich, . . . . .	500 00	30 00	41 72	—	—	—	—	—	—	304 88	—
Hadley, . . . . .	40,000 00	2,850 00	—	—	—	—	—	—	—	222 68	—
Hatfield, . . . . .	36,000 00	1,840 00	85 84	1	90	602 50	—	—	—	217 33	33 75
Huntington, . . . . .	—	—	169 65	1	47	—	2	35	350 00	314 83	12 00
Middlefield, . . . . .	—	—	85 72	—	—	—	1	27	150 00	306 37	15 00
Northampton, . . . . .	3,000 00	360 00	691 62	—	—	—	5	250	10,470 00	160 48	—
Pelham, . . . . .	—	80 26	69 62	—	—	—	—	—	—	306 57	—
Plainfield, . . . . .	—	—	44 19	—	—	—	—	—	—	304 54	15 00
Prescott, . . . . .	—	—	41 14	—	—	—	—	—	—	306 16	—
Southampton, . . . . .	2,200 00	—	128 00	1	—	—	—	—	—	162 12	—
South Hadley, . . . . .	—	140 00	298 16	1	—	—	—	—	—	346 59	—
Ware, . . . . .	—	—	—	1	—	—	—	—	—	84 17	—
Westhampton, . . . . .	—	—	46 23	—	—	—	1	200	1,000 00	806 97	—
								9	170 00		

Williamsburg,	17,000 00	1,155 78	233 99	—	—	—	—	—	—	238 98	—
Worthington,	4,403 00	223 37	—	—	—	—	—	—	—	308 53	—
Totals, .	\$373,119 24	\$16,596 80	\$3,070 92	5	226	\$6,176 66	17	638	\$19,513 00	\$5,947 45	\$100 75

## MIDDLESEX COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation—1887.	No. of Public Schools	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year	The per cent. of attendance based upon the average membership.	No. of Teachers required by the Public Schools.
Acton, . . . . .	1,785	\$1,312,592	10	269	213	337	3	47	213	279	248	.89	10
Arlington, . . . . .	4,673	4,884,925	23	976	557	1,078	1	122	641	961	853	.89	26
Ashby, . . . . .	871	473,985	10	125	85	168	4	33	85	152	139	.91	11
Ashland, . . . . .	2,633	1,365,739	12	418	258	471	4	42	260	402	371	.92	13
Ayer, . . . . .	2,190	1,214,781	10	427	259	485	—	58	264	410	377	.92	10
Bedford, . . . . .	930	798,343	5	121	97	157	—	8	92	130	116	.89	6
Belmont, . . . . .	1,639	2,818,130	9	330	228	344	1	38	211	303	271	.89	12
Billerica, . . . . .	2,161	1,620,946	10	425	264	415	1	4	244	310	275	.89	10
Boxborough, . . . . .	348	256,041	4	42	25	65	—	12	25	50	48	.96	4
Burlington, . . . . .	604	481,338	5	112	95	113	1	10	64	84	78	.93	5
Cambridge, . . . . .	59,658	59,652,810	226	11,216	7,088	11,157	—	836	6,864	9,428	8,672	.92	237
Carlisle, . . . . .	526	402,549	5	73	61	101	3	10	61	81	69	.85	5
Chelmsford, . . . . .	2,304	1,580,050	15	421	273	532	6	51	271	399	355	.90	15
Concord, . . . . .	3,727	3,240,218	14	585	367	736	—	108	408	575	518	.90	16
Dracut, . . . . .	1,927	1,257,217	11	333	195	354	6	15	190	240	211	.88	11
Dunstable, . . . . .	431	302,071	5	71	40	88	2	18	44	62	57	.92	5
Everett, . . . . .	5,825	5,835,850	28	1,217	729	1,558	—	133	975	1,141	1,018	.89	30
Frammingham, . . . . .	8,275	6,845,450	39	1,558	1,098	1,796	3	141	1,140	1,441	1,327	.92	41
Groton, . . . . .	1,987	2,768,966	12	265	185	337	9	34	185	281	239	.85	13
Holliston, . . . . .	2,926	1,589,339	15	506	282	555	5	48	333	450	396	.88	16
Hopkinton, . . . . .	3,922	2,345,550	21	756	478	837	17	67	454	760	657	.86	21
Hudson, . . . . .	3,968	2,165,085	14	815	493	933	13	94	516	703	640	.91	19
Lexington, . . . . .	2,718	2,988,668	11	484	307	573	—	59	307	355	344	.97	12



## SCHOOL RETURNS.

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Lineolt, . . . . .	901	1,402,080	5	165	103	172	3	14	105	148	126	.85	6
Littleton, . . . . .	1,067	794,985	6	176	46	219	2	44	114	172	157	.91	7
Lowell, . . . . .	64,107	56,749,253	44	11,635	6,850	10,167	—	726	5,347	7,550	6,731	.89	196
Malden, . . . . .	16,407	14,403,880	60	3,049	1,806	2,883	—	247	1,499	2,344	2,116	.90	69
Marlborough, . . . . .	10,941	4,528,026	45	2,375	1,600	2,100	2	105	1,398	1,942	1,789	.92	52
Maynard, . . . . .	2,703	2,001,578	9	509	337	504	—	15	315	415	386	.93	10
Medford, . . . . .	9,042	8,475,845	37	1,517	902	1,818	—	247	1,083	1,543	1,447	.94	44
Melrose, . . . . .	6,101	5,602,039	25	1,256	798	1,320	—	168	749	1,220	1,112	.91	29
Naatick, . . . . .	8,460	5,116,880	35	1,573	864	1,892	1	247	1,081	1,623	1,502	.93	44
Newton, . . . . .	19,759	32,277,307	86	3,893	2,276	4,337	10	554	2,078	3,656	3,357	.92	107
North Reading, . . . . .	878	502,055	6	143	91	157	2	9	91	116	106	.91	6
Pepperell, . . . . .	2,587	1,621,746	13	432	276	497	4	49	299	432	388	.90	18
Reading, . . . . .	3,339	2,457,663	16	593	359	700	1	72	383	568	514	.90	18
Sherborn, . . . . .	1,391	833,610	8	204	145	213	3	8	151	161	142	.88	8
Shirley, . . . . .	1,242	640,958	7	187	102	224	2	26	150	157	139	.89	7
Somerville, . . . . .	29,971	27,471,800	108	5,722	4,059	6,605	—	536	3,557	5,198	4,878	.94	123
Stoncham, . . . . .	5,659	3,212,080	23	889	541	1,056	4	73	581	862	812	.94	25
Stow, . . . . .	976	963,359	7	180	104	217	2	23	113	162	146	.90	7
Sudbury, . . . . .	1,165	1,057,291	7	186	142	201	6	10	137	173	154	.89	7
Tewksbury, . . . . .	2,333	1,378,899	8	235	174	295	2	20	139	179	163	.91	8
Townsend, . . . . .	1,846	1,027,834	15	261	182	329	3	46	186	273	246	.90	15
Tyngsborough, . . . . .	604	352,123	8	77	63	111	3	10	63	99	88	.88	8
Wakefield, . . . . .	6,060	4,112,825	24	1,308	822	1,300	—	134	863	1,122	1,019	.91	30
Waltham, . . . . .	14,609	12,298,745	55	2,617	1,523	3,008	—	202	1,613	2,454	2,257	.92	65
Watertown, . . . . .	6,238	6,744,035	25	1,154	690	1,325	1	132	791	1,085	1,011	.93	31
Wayland, . . . . .	1,946	1,388,531	11	385	250	415	1	29	250	351	331	.94	12
Westford, . . . . .	2,193	1,054,407	14	421	275	475	13	14	296	366	305	.83	14
Weston, . . . . .	1,427	2,015,483	8	238	149	246	2	13	149	204	189	.93	8
Wilmington, . . . . .	991	614,995	6	173	113	181	3	13	111	145	123	.85	6
Winchester, . . . . .	4,390	4,238,505	22	825	591	907	2	108	570	752	709	.94	26
Woburn, . . . . .	11,750	8,473,249	43	2,787	1,542	2,410	—	284	1,278	1,969	1,786	.91	47
Totals, . . . . .	357,341	\$320,012,709	1,300	66,710	41,512	69,474	151	6,166	39,387	56,438	51,498	.91	1,601

## MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	
Acton, .	2	9	8	4	\$60 00	\$40 00	80-15	8-15	—	1	1	47	Taxation,	9	\$720 00
Arlington, .	4	22	12	7	138 75	51 36	230	10	—	1	3	64	Taxation,	10	1,800 00
Ashby, .	1	9	1	—	50 00	29 00	62-10	6-5	—	—	—	—	—	—	—
Ashland, .	1	13	3	—	100 00	34 89	105	8-15	—	1	2	56	Taxation,	10	1,000 00
Ayer, .	1	12	6	—	100 00	39 16	87-15	8-16	—	1	1	38	Taxation,	10	1,000 00
Bedford, .	—	7	1	—	—	36 00	51	10	—	1	1	14	Taxation,	10	468 00
Belmont, .	2	10	2	2	90 00	45 25	73-18	8-2	—	1	2	33	Taxation,	8-2	1,550 00
Billerica, .	—	11	2	2	—	35 40	93-19	9-6	—	—	—	—	—	—	—
Boxborough, .	—	7	2	—	—	30 00	30	7-10	—	1	1	22	Taxation,	3-15	180 00
Burlington, .	—	7	1	—	—	33 66	37-5	7-9	1	1	1	547	Taxation,	10	2,880 00
Cambridge, .	20	240	152	131	169 73	61 45	330	10	—	2	21	—	—	10	2,880 00
Carlisle, .	—	8	2	2	—	28 00	43-4	8-15	—	—	—	—	—	—	—
Chelmsford, .	3	16	9	6	82 33	34 33	126	8-2	—	2	1	77	Taxation,	8-10	722 50
Concord, .	2	19	4	4	136 00	53 00	142-10	8-19	—	1	3	93	Taxation,	8-10	677 25
Draeut, .	3	17	—	—	32 00	32 00	96-15	8-16	2	1	—	—	—	9-15	1,800 00
Dunstable, .	—	11	2	1	—	25 99	38-10	7-14	—	—	—	—	—	—	—
Everett, .	2	33	4	5	126 25	44 73	270	9-13	—	1	3	95	Taxation,	—	—
Framingham, .	2	39	18	17	135 00	45 00	361	9-15	—	2	5	133	Taxation,	10-5	1,325 00
Groton, .	3	15	4	4	70 00	38 66	97-5	8	—	1	2	49	Taxation,	9-15	1,700 00
Holliston, .	1	19	14	14	100 52	35 04	127-15	8-10	—	1	2	50	Taxation,	10	1,000 00
Hopkinton, .	1	24	4	1	97 00	38 07	165-16	8-5	—	1	2	61	Taxation,	9-10	1,050 00
Hudson, .	2	22	8	5	116 66	37 67	117	8	1	1	2	86	Taxation,	10	970 00
									1	1				9	1,200 00

## SCHOOL RETURNS.

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	1	11	8	150 00	50 00	110	10	—	1	2	59	Taxation,	10	1,500 00
Lexington, . .	3	6	1	52 00	31 75	46	9-1	—	1	1	29	Taxation,	9	600 00
Lincoln, . .	3	9	1	68 00	38 22	51-3	8-2	—	1	2	40	Taxation,	8	712 00
Littleton, . .	16	190	70	177 50	57 77	427-12	9-14	—	1	13	526	Taxation,	9-14	2,200 00
Lowell, . .	3	66	25	173 00	52 57	582-3	10	—	1	6	218	Taxation,	10	2,200 00
Malden, . .	3	66	11	157 40	41 33	405	9	—	1	4	130	Taxation,	9	1,650 00
Marlborough, . .	1	9	4	102 56	40 00	84-10	9-8	—	1	2	43	Taxation,	9-8	1,000 00
Maynard, . .	8	38	12	121 25	49 00	363	9-16	—	1	6	147	Taxation,	10	2,200 00
Medford, . .	1	28	19	170 00	52 77	243-15	9-15	—	1	3	125	Taxation,	9-15	1,700 00
Melrose, . .	3	52	21	117 20	40 68	323-5	9-5	—	1	4	152	Taxation,	10	1,200 00
Natick, . .	15	92	42	181 33	63 41	860	10	—	1	14	477	Taxation,	10	2,800 00
Newton, . .	3	8	7	47 50	29 43	52-10	8-16	—	1	1	26	Taxation,	8-13	412 00
North Reading, . .	1	12	—	80 00	36 66	99	7-12	—	1	1	51	Taxation,	10	800 00
Pepperell, . .	1	25	10	131 58	39 00	152	9-10	—	1	3	120	Taxation,	9-10	1,250 00
Reading, . .	1	10	3	36 00	34 33	66-10	8-6	—	1*	2	75	Part tax,	9-12	1,000 00
Sherborn, . .	2	7	2	55 50	28 50	52	7-9	1	—	—	—	—	—	—
Shirley, . .	9	114	30	177 00	60 00	1,080	10	—	1	10	518	Taxation,	10	2,400 00
Somerville, . .	2	29	8	170 00	42 29	219	9-10	—	1	3	90	Taxation,	10	1,700 00
Stoneham, . .	1	9	2	91 68	34 45	63	9	—	1	1	37	Not by tax,	9	825 12
Stow, . .	—	13	8	—	37 88	55-12	8	—	—	—	—	—	—	—
Sudbury, . .	—	10	2	—	36 00	68	9	—	—	—	—	—	—	—
Tewksbury, . .	1	21	1	25 00	31 14	114-10	7-12	—	1	1	38	Taxation,	10	600 00
Townsend, . .	1	13	5	50 00	26 00	47-15	5-19	2	—	—	—	—	—	—
Tyngsborough, . .	3	33	4	118 33	44 98	236	9-17	—	1	4	180	Taxation,	10	1,700 00
Wakfield, . .	8	67	12	117 20	58 88	528	9-12	—	1	6	191	Taxation,	10	2,000 00
Waltham, . .	4	34	14	150 20	54 43	247-9	9-18	—	1	3	106	Taxation,	9-18	2,000 00
Watertown, . .	6	15	4	75 00	36 00	99	9	—	—	—	—	—	—	—
Wayland, . .	1	19	5	32 00	31 60	114-15	8-4	—	—	—	—	—	—	—
Westford, . .	2	11	2	133 33	45 66	72	9	—	1	1	34	Taxation,	9	1,200 00
Weston, . .	2	7	4	56 00	32 00	47-5	7-18	—	1	1	27	Taxation,	9	560 00
Wilmington, . .	3	24	6	153 06	44 80	209	9-10	—	1	3	85	Taxation,	9-10	1,405 00
Winchester, . .	5	42	6	97 60	50 00	430	10	—	1	5	156	Taxation,	10	1,500 00
Woburn, . .														
Totals, . .	163	1,660	606	\$135 14	\$49 66	10,317-11	8-16	7	45	155	5,145	—	415-2	\$61,036 87

\* United with Sawin Academy.

## MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for schools, including wages of teachers, board, fuel, and school-rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Acton, .	\$4,100 00	—	\$125 00	\$40 00	\$347 41	—	—	\$222 44	\$4,834 85	\$20 00
Arlington, .	19,024 76	\$200 00	—	—	1,853 93	—	\$343 56	394 32	21,816 57	—
Ashby, .	1,800 00	—	100 00	12 00	135 00	—	—	20 00	2,067 00	—
Ashland, .	5,000 00	120 00	—	—	556 92	—	—	330 36	6,007 28	—
Ayer, .	4,200 00	150 00	—	29 25	834 64	—	285 54	160 43	5,059 86	—
Bedford, .	2,350 00	150 00	—	20 00	250 00	—	—	25 00	2,795 00	—
Belmont, .	7,095 22	205 00	—	30 00	373 36	—	728 30	41 65	8,473 53	—
Billerica, .	3,700 00	230 00	—	50 00	400 76	—	219 69	—	4,600 45	—
Boxborough, .	800 00	35 00	—	10 00	170 43	—	—	27 00	1,042 43	—
Burlington, .	1,000 00	50 00	—	14 00	116 00	—	710 41	27 11	1,917 52	—
Cambridge, .	187,178 93	4,225 00	2,900 00	350 00	14,806 01	—	10,735 38	15,193 91	235,389 23	182 50
Carlisle, .	1,000 00	35 00	—	8 00	136 97	\$805 08	—	18 00	2,003 05	—
Chelmsford, .	5,450 00	10 00	200 00	24 00	716 08	—	—	321 65	6,721 73	—
Concord, .	12,142 58	50 00	250 00	75 00	675 94	—	—	479 52	13,673 04	—
Draut, .	3,500 00	—	150 00	20 80	192 76	—	—	130 41	3,993 97	—
Dunstable, .	800 00	44 00	—	—	97 73	—	—	11 74	953 47	—
Everett, .	17,125 00	375 00	—	15 00	2,270 00	7,800 00	800 00	715 00	29,100 00	—
Framingham, .	22,500 00	—	1,000 00	57 87	1,700 00	—	1,200 00	1,600 00	28,057 87	—
Groton, .	5,200 00	200 00	—	41 25	313 18	—	—	521 37	6,275 80	—
Holliston, .	5,800 00	—	—	64 25	524 57	—	159 06	296 27	6,844 15	—
Hopkinton, .	8,300 00	300 00	—	30 00	500 00	—	850 00	500 00	10,480 00	—
Hudson, .	8,600 00	300 00	—	13 53	—	—	—	432 90	9,346 43	—
Lexington, .	9,200 00	300 00	350 00	—	800 00	—	—	—	10,650 00	—

Lincoln, . . .	2,100 00	95 00	—	18 00	506 47	—	30 00	39 75	2,789 22	—
Littleton, . .	2,300 00	—	100 00	28 00	366 17	—	—	111 77	2,905 94	—
Lowell, . . .	163,623 11	560 00	2,600 00	736 84	16,816 82	—	7,620 07	15,852 20	207,809 04	—
Malden, . . .	47,261 59	200 00	2,100 00	22 00	4,758 47	9,636 90	—	2,862 00	66,840 96	—
Marlborough, .	24,721 84	300 00	1,700 00	100 00	2,476 87	—	300 00	472 54	30,071 25	—
Maynard, . . .	5,174 31	225 00	—	—	840 11	—	—	633 58	6,873 00	—
Medford, . . .	30,181 45	400 00	1,000 00	10 00	2,368 52	—	700 00	3,037 76	37,697 73	—
Melrose, . . .	19,088 47	425 00	—	25 00	1,634 00	—	—	1,723 95	22,896 42	—
Natick, . . .	21,265 48	475 00	—	—	2,259 52	—	—	1,117 42	25,117 42	—
Newton, . . .	99,715 65	300 00	2,800 00	164 72	9,252 64	54,626 59	10,769 15	1,715 97	179,344 72	—
North Reading, .	1,800 00	114 50	—	20 50	167 49	—	144 75	160 09	2,407 33	—
Pepperell, . .	4,700 00	—	300 00	23 00	200 00	15,000 00	150 00	50 00	20,423 00	—
Reading, . . .	9,000 00	370 83	—	32 00	717 75	5,000 00	6,525 76	1,124 53	22,770 87	—
Sherborn, . . .	2,625 00	186 75	—	25 00	252 55	—	143 21	295 20	3,527 71	—
Shirley, . . .	2,000 00	121 50	—	16 00	258 20	—	108 94	66 83	2,571 47	—
Somerville, . .	94,587 00	—	2,000 00	—	5,596 00	15,484 00	—	13,635 00	131,302 00	—
Stonham, . . .	13,900 00	400 00	—	—	1,385 35	—	—	1,958 84	17,644 19	—
Stow, . . . .	2,400 00	—	100 00	21 00	246 48	—	143 60	82 90	2,993 98	—
Sudbury, . . .	2,000 00	200 00	—	12 00	444 45	—	183 19	239 57	3,079 21	100 00
Tewksbury, . .	3,100 00	300 00	—	20 00	27 80	—	2,807 99	364 54	6,620 33	—
Townsend, . . .	3,500 00	—	150 00	15 00	392 29	—	—	122 00	4,179 29	—
Tyngsborough, .	1,150 00	15 00	60 00	6 00	117 06	—	145 36	86 27	1,579 69	21 00
Wakefield, . .	17,000 00	250 00	—	60 00	1,489 14	1,500 00	174 52	836 34	21,310 00	—
Waltham, . . .	53,809 27	125 00	2,200 00	20 00	3,800 00	12,563 65	1,312 16	1,438 33	75,268 41	—
Watertown, . .	21,620 00	300 00	500 00	—	1,800 00	—	—	1,500 00	25,720 00	—
Wayland, . . .	4,500 00	130 00	—	20 00	600 00	—	241 50	35 00	5,626 50	—
Westford, . . .	4,000 00	—	150 00	48 50	335 23	—	161 47	157 00	4,852 20	—
Weston, . . . .	5,200 00	150 00	—	—	350 00	—	—	—	5,700 00	—
Wilmington, . .	1,750 00	110 00	—	11 00	—	—	—	25 00	1,896 00	—
Winchester, . .	14,715 05	350 00	—	—	4,084 95	—	—	1,000 00	20,150 00	—
Woburn, . . .	30,922 98	—	1,800 00	150 00	3,457 74	—	—	2,438 49	38,769 21	—
Totals, . . . .	\$1,045,577 69	\$13,082 58	\$22,635 00	\$2,509 51	\$94,773 76	\$122,416 22	\$47,793 61	\$74,651 95	\$1,423,440 32	\$323 50



MIDDLESEX COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Acton, . . . . .	\$5,354 00	\$321 24	\$279 00	1	1	1	1	1	1	\$167 54	1
Arlington, . . . . .	—	—	—	1	1	1	1	1	1	64 67	1
Ashby, . . . . .	—	—	134 00	1	1	1	1	1	1	309 75	\$25 00
Ashland, . . . . .	—	—	—	1	1	1	1	1	1	179 66	40 00
Ayer, . . . . .	—	—	196 65	1	1	1	1	1	1	179 79	—
Bedford, . . . . .	—	—	—	1	1	1	1	1	1	208 73	—
Belmont, . . . . .	—	—	—	1	1	1	1	1	1	171 74	—
Billeria, . . . . .	21,300 00	1,275 00	—	1	30	\$180 00	1	43	\$500 00	175 26	50 00
Boxborough, . . . . .	—	—	72 39	1	1	1	1	1	1	303 79	12 00
Burlington, . . . . .	—	—	127 68	1	1	1	1	1	1	309 28	32 00
Cambridge, . . . . .	10,000 00	686 63	—	1	1	1	18	1,586	45,580 00	—	—
Carlisle, . . . . .	500 00	30 00	94 62	1	1	1	1	1	1	305 82	—
Chelmsford, . . . . .	—	—	—	1	1	1	1	1	1	181 01	—
Concord, . . . . .	4,800 00	280 00	—	1	1	1	2	15	600 00	40 70	—
Dracut, . . . . .	—	—	—	1	1	1	1	1	1	173 83	21 50
Dunstable, . . . . .	—	—	—	1	1	1	1	1	1	304 74	—
Everett, . . . . .	—	—	—	1	1	1	1	28	1,500 00	77 53	—
Framingham, . . . . .	32,620 00	1,631 00	945 00	1	109	108 00	1	5	125 00	97 64	—
Groton, . . . . .	—	—	—	2	80	25,550 00	1	1	—	169 23	—
Holliston, . . . . .	—	—	—	1	1	—	1	1	—	183 18	30 00
Hopkinton, . . . . .	5,836 00	350 16	436 32	1	1	—	1	1	—	202 95	—
Hudson, . . . . .	—	—	182 25	1	1	—	1	1	—	204 51	35 00
Lexington, . . . . .	—	—	—	1	1	—	1	1	—	181 14	—
Lincoln, . . . . .	—	—	—	1	1	—	1	1	—	161 78	—

# SCHOOL RETURNS.

xlix

Littleton, . . .	3,500 00	215 00	157 87	1	116	6,805 00	7	3,000	7,700 00	212 53	—
Lowell, . . .	—	—	—	—	—	—	4	609	1,500 00	—	—
Malden, . . .	904 65	45 00	—	—	—	—	2	400	2,000 00	163 59	71 25
Marlborough, . . .	—	—	—	—	—	—	—	—	—	185 62	—
Maynard, . . .	—	—	—	—	—	—	2	40	2,500 00	105 50	—
Medford, . . .	—	—	—	—	—	—	2	25	500 00	91 82	—
Melrose, . . .	—	—	—	—	—	—	—	—	—	103 33	—
Natick, . . .	—	—	—	—	—	—	12	203	9,199 75	—	—
Newton, . . .	—	—	2,337 66	3	312	58,289 30	—	—	—	309 82	45 00
North Reading, . . .	—	—	90 50	—	—	—	—	—	—	179 05	—
Pepperell, . . .	—	—	—	—	—	—	2	15	270 00	190 09	—
Reading, . . .	—	—	—	—	—	—	1	8	20 00	212 87	—
Sherborn, . . .	1,124 00	—	106 92	1	80	86 00	—	—	—	214 96	50 00
Shirley, . . .	300 00	—	107 73	—	—	—	1*	600	—	—	—
Somerville, . . .	—	—	—	—	—	—	1	27	675 00	63 38	—
Stoncham, . . .	—	—	—	—	—	—	—	—	—	212 53	—
Stow, . . .	15,762 53	909 00	162 45	—	—	—	—	—	—	162 12	—
Sudbury, . . .	300 00	18 00	164 73	—	—	—	—	—	—	166 52	—
Tewksbury, . . .	—	—	—	—	—	—	—	—	—	169 70	25 00
Townsend, . . .	—	—	—	—	—	—	—	—	—	305 82	35 00
Tyngsborough, . . .	2,407 47	119 72	99 75	—	—	—	1	12	150 00	81 80	—
Wakefield, . . .	—	—	—	—	—	—	1	13	300 00	—	—
Waltham, . . .	—	—	—	1	75	4,000 00	—	—	—	73 87	—
Watertown, . . .	—	—	—	—	—	—	—	—	—	177 97	—
Wayland, . . .	200 00	12 00	176 98	—	—	—	—	—	—	175 73	—
Westford, . . .	45,178 74	2,022 18	—	1	146	825 00	—	—	—	166 79	33 66
Weston, . . .	—	—	—	—	—	—	1	5	—	210 63	35 00
Wilmington, . . .	—	—	147 42	—	—	—	—	—	—	55 52	—
Winchester, . . .	—	—	—	3	—	—	—	25	600 00	178 56	—
Woburn, . . .	12,000 00	600 00	—	1	—	—	2	560	—	—	—
Totals, . . .	\$186,160 04	\$9,938 93	\$6,019 92	12	948	\$95,843 30	67	7,225	\$81,719 75	\$8,524 39	\$540 41

\* Parochial.

## NANTUCKET COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation—1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Nantucket,	3,142	\$2,725,920	12	562	460	400	—	20	290	360	340	.94	13

## NORFOLK COUNTY.

Bellingham,	1,198	\$600,700	8	204	133	245	5	9	133	178	162	.90	8
Braintree,	4,040	2,980,000	19	693	447	802	1	66	455	624	564	.90	19
Brookline,	9,196	38,640,500	38	1,777	1,049	1,886	—	193	1,049	1,532	1,425	.93	46
Canton,	4,380	3,498,857	13	780	489	514	3	41	277	397	375	.94	17
Cohasset,	2,216	3,385,546	15	374	253	381	—	33	243	350	313	.89	14
Dedham,	6,641	5,870,341	37	1,208	804	1,417	—	122	763	1,131	1,051	.93	38
Dover,	664	741,070	4	106	61	101	1	—	57	87	70	.80	4
Foxborough,	2,814	1,363,044	11	440	265	532	2	56	314	396	368	.93	12
Franklin,	3,983	2,069,555	15	930	583	922	—	57	590	689	608	.88	20
Holbrook,	2,334	1,062,990	11	434	266	471	—	44	260	441	403	.91	13
Hyde Park,	8,376	5,979,017	37	1,681	1,086	2,305	2	351	1,340	1,755	1,562	.90	33
Medfield,	1,594	1,146,174	6	178	110	227	1	31	126	181	175	.97	6
Medway,	2,777	1,315,715	14	470	343	604	5	54	319	497	457	.92	15
Millis,	683	447,805	4	105	80	153	—	13	80	96	91	.95	4
Milten,	3,555	13,118,988	15	595	384	673	2	55	390	540	500	.93	17
Needham,	2,586	2,006,111	14	483	285	585	3	50	326	493	420	.85	15
Norfolk,	825	454,709	7	172	108	208	2	22	116	165	146	.88	7

Norwood, .	.	.	2,921	2,206,344	12	547	361	571	—	64	355	507	464	.91	13
Quincy, .	.	.	12,145	9,404,670	58	3,153	1,712	2,995	4	170	1,589	2,294	2,166	.94	60
Randolph, .	.	.	3,807	2,009,410	16	652	440	732	17	60	430	634	566	.89	18
Sharon, .	.	.	1,328	1,103,527	7	216	135	257	—	32	144	192	176	.92	7
Stoughton, .	.	.	5,173	2,389,870	18	967	615	835	14	65	512	686	592	.86	20
Walpole, .	.	.	2,443	1,756,994	12	447	289	521	6	35	306	376	339	.90	13
Wellesley, .	.	.	3,013	5,138,918	11	421	225	463	—	42	258	369	327	.89	16
Weymouth, .	.	.	10,740	5,722,234	48	1,823	1,090	2,205	—	238	1,150	1,958	1,748	.89	51
Wrentham, .	.	.	2,710	1,344,343	14	473	378	503	3	34	325	392	351	.90	14
Totals, .	.	.	102,142	\$115,757,432	464	19,329	11,991	21,108	71	1,937	11,907	16,940	15,419	.91	500

## NANTUCKET COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	No. of High Schools.	No of teachers.	No. of pupils.	How supported.	HIGH SCHOOLS.		Salary of Principal.
														Length.	Months.	
Nantucket, .	1	14	2	2	\$100 00	\$28 25	116	9-8	-	1	2	57	Taxation,	10		\$1,000 00

## NORFOLK COUNTY — CONTINUED.

Bellingham,	2	8	2	1	\$29 00	\$34 47	61-10	7-13	-	1	1	80	Taxation,	-	-	-
Braintree, .	5	20	11	7	75 00	33 40	179-11	9-14	-	1	2	115	Taxation,	9-17	9-15	\$1,200 00
Brookline, .	7	42	11	11	150 00	66 00	365-15	9-15	-	1	5	48	Taxation,	10	10	700 00
Canton, .	3	15	2	2	85 00	44 43	140	10	-	1	2	72	Taxation,	10-5	10-5	1,200 00
Cohasset, .	2	12	5	3	86 50	34 50	133-5	10-5	-	1	2	125	Taxation,	10	10	1,345 00
Dedham, .	6	38	14	17	122 00	45 70	370	10	-	1	5	54	Taxation,	10	10	1,800 00
Dover, .	-	4	2	2	-	39 00	34	8-10	-	-	-	-	-	-	-	-
Foxborough,	1	11	1	-	111 11	39 45	97-15	8-18	-	1	2	73	Taxation,	9	9	1,000 00
Franklin, .	5	22	4	4	59 00	40 88	169-15	8-18	-	1	2	65	Taxation,	10	10	1,000 00
Holbrook, .	1	15	6	5	116 00	38 65	109	10	-	1	2	161	Taxation,	10	10	1,200 00
Hyde Park, .	8	41	16	13	126 66	43 39	346-10	9-10	-	1	4	50	Taxation,	9-15	9-10	1,800 00
Medfield, .	1	6	4	3	112 00	42 00	53	9	-	1	1	-	Taxation,	10	10	1,025 00
Medway, .	2	13	7	3	66 00	32 00	121-10	8-19	-	1	2	66	Taxation,	10	10	1,000 00
Mills, .	-	4	3	-	-	35 00	45	9	-	-	-	63	-	-	-	-
Milton, .	5	12	5	5	132 00	55 00	150	10	-	1	2	-	Taxation,	10	10	1,800 00
Needham, .	2	16	4	2	106 15	45 54	136-15	9-15	-	1	2	-	Taxation,	10	10	1,200 00
Norfolk, .	1	9	3	3	32 00	32 00	51-10	7	1	-	-	-	-	-	-	-



Norwood, .	3	12	8	8	122 00	42 42	111	9-5	-	1	2	45	Taxation, 10	9-10	1,160 00
Quincy, .	6	54	18	15	106 67	44 30	580	10	-	1	3	177	Taxation, 10	10	1,400 00
Randolph, .	3	15	7	-	117 82	39 83	152	9-5	-	1	3	95	Taxation, 9-5	9-5	1,357 85
Sharon, .	1	8	3	2	80 00	34 00	63-10	9-1	-	1	1	42	Taxation, 9-10	9-10	750 00
Stoughton, .	4	16	8	6	86 04	35 75	162	9	-	1	2	64	Taxation, 9	9	1,150 00
Walpole, .	2	14	9	6	100 00	39 45	120	10	-	1	2	48	Taxation, 10	10	1,000 00
Wellesley, .	4	23	11	10	100 00	49 94	99	9	-	1	3	65	Taxation, 10	10	1,600 00
Weymouth, .	7	44	10	6	98 57	35 39	472-1	9-17	-	2	5	186	Taxation, 9-17	9-17	1,200 00
Wrentham, .	4	13	-	-	70 00	36 17	125-15	8-19	-	1	1	22	Taxation, 9	9	1,200 00
Totals, .	85	487	174	134	\$101 65	\$42 97	4,450-2	9-6	1	23	55	1,716	-	214-4	\$27,807 85

## NANTUCKET COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school-year 1887-88	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Nantucket,	\$4,854 29	\$100 00	—	\$7 12	\$315 31	—	—	\$600 27	\$5,876 99	—

## NORFOLK COUNTY — CONTINUED.

Bellingham,	\$2,000 00	—	\$110 00	\$25 00	\$161 38	—	\$118 92	\$356 53	\$2,771 83	—
Braintree,	8,400 00	—	1,200 00	—	1,100 00	—	—	500 00	11,200 00	—
Brookline,	47,805 50	\$525 00	2,500 00	30 00	1,774 72	\$94,546 00	—	600 24	147,781 46	—
Canton,	9,710 00	—	1,200 00	25 00	811 37	—	—	900 09	12,646 46	—
Cohasset,	6,685 58	125 00	—	25 00	1,125 95	—	—	1,120 77	9,082 30	—
Dedham,	21,353 00	—	1,700 00	—	1,300 00	3,000 00	—	4,100 00	31,453 00	\$1,025 00
Dover,	1,600 00	—	50 00	20 00	228 43	5,000 00	—	18 72	6,917 15	—
Foxborough,	5,300 00	275 00	—	33 00	700 00	—	150 00	50 00	6,508 00	—
Franklin,	7,800 00	505 25	—	29 75	1,653 50	1,962 17	176 78	452 32	12,579 77	—
Holbrook,	6,350 00	245 00	—	—	475 00	—	—	400 00	7,470 00	—
Hyde Park,	25,900 00	550 00	135 00	35 00	1,500 00	—	1,355 70	2,236 48	31,712 18	—
Medfield,	2,400 00	130 00	—	5 00	362 54	—	5,388 00	71 76	8,357 30	—
Medway,	5,500 00	247 45	—	25 00	500 00	—	—	268 00	6,540 45	—
Millis,	1,657 58	70 00	—	5 00	437 90	—	—	—	2,170 48	—
Milton,	15,584 25	—	1,300 00	76 05	1,794 60	—	—	919 50	19,674 40	—
Needham,	8,200 00	255 00	—	15 00	877 26	—	487 57	354 57	10,189 40	—
Norfolk,	1,500 00	108 65	—	—	397 32	—	273 17	104 15	2,383 29	—

Norwood,	9,300 00	180 00	—	40 00	500 00	—	—	—	—	10,020 00	—
Quincy,	38,013 44	—	1,700 00	21 17	7,166 50	—	1,001 42	2,093 92	—	49,996 45	—
Randolph,	10,044 79	345 00	—	—	930 97	—	114 64	138 76	—	11,574 16	—
Sharon,	2,800 00	—	325 00	30 00	241 62	—	181 00	293 01	—	3,870 63	—
Stoughton,	9,118 67	219 75	375 00	50 00	1,983 46	—	325 00	214 38	—	12,286 26	—
Walpole,	7,300 00	—	700 00	—	600 00	—	—	400 00	—	9,000 00	—
Wellesley,	13,000 00	225 00	—	—	707 00	—	959 95	1,011 29	—	15,903 24	—
Weymouth,	28,261 11	423 38	1,800 00	150 00	3,489 42	12,671 89	807 13	2,215 07	—	49,818 00	—
Wrentham,	6,000 00	373 45	—	15 00	499 05	—	—	207 64	—	7,095 14	—
Totals,	\$301,583 92	\$4,802 93	\$13,095 00	\$654 97	\$31,317 99	\$117,180 06	\$11,339 28	\$19,027 20	\$499,001 35	\$1,025 00	

NANTUCKET COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amt. of tuition.		
Nantucket, . . . . .	—	—	—	1	70	\$560 00	1	12	\$125 00	\$187 92	\$40 00

NORFOLK COUNTY — CONCLUDED.

Bellingham, . . . . .	—	\$5,200 00	\$328 94	1	94	\$1,450 00	1	1	—	\$214 69	—
Braintree, . . . . .	—	—	—	1	—	—	6	150	—	197 74	—
Brookline, . . . . .	—	—	738 71	—	—	—	1	375	—	—	—
Canton, . . . . .	—	—	226 19	—	—	—	—	—	—	24 31	—
Cohasset, . . . . .	1,000 00	48 05	—	—	—	—	2	25	\$800 00	80 04	—
Dedham, . . . . .	—	—	—	—	—	—	—	—	—	205 62	—
Dover, . . . . .	—	—	—	—	—	—	—	—	—	177 76	—
Foxborough, . . . . .	—	—	347 57	—	—	—	—	—	—	208 84	\$50 00
Franklin, . . . . .	—	—	463 04	1	40	419 00	1	30	240 00	178 64	—
Holbrook, . . . . .	—	—	—	—	—	—	—	—	—	115 38	35 00
Hyde Park, . . . . .	—	—	—	—	—	—	—	—	—	162 19	35 00
Medfield, . . . . .	3,760 20	164 11	—	—	—	—	—	—	—	179 46	—
Medway, . . . . .	—	—	312 10	—	—	—	—	—	—	307 25	—
Mills, . . . . .	100 00	6 00	—	—	—	—	—	—	—	—	—
Milton, . . . . .	75,000 00	2,500 00	—	1	40	3,500 00	—	—	—	—	—
Needham, . . . . .	1,000 00	—	411 20	—	—	—	—	—	—	184 94	—
Norfolk, . . . . .	—	—	120 30	—	—	—	—	—	—	312 26	—

Norwood,	.	-		-	-	-	-	-	8	275 00	184 06	44 00
Quincy,,	.	60,000 00		2,600 00	-	I	-	-	I	48 2,400 00	209 10	-
Randolph,	.	13,700 00		986 17	589 34	-	-	-	-	-	196 38	-
Sharon.,	.	2,360 00		141 60	153 00	-	-	-	-	-	165 37	-
Stoughton,	.	-		-	-	-	-	-	I*	250	216 90	-
Walpole,	.	-		-	278 59	-	-	-	-	-	178 03	45 08
Wellesley,	.	-		-	323 96	-	-	-	2	94 7,050 00	23 50	-
Weymouth,,	.	6,000 00		300 00	727 82	-	-	-	2	30 600 00	125 95	-
Wrentham,	.	1,818 26		109 08	341 05	-	-	-	-	-	181 35	-
Totals,	.	\$169,938 46		\$7,405 01	\$5,361 81	4	174	\$5,369 00	18	1,010 \$11,365 00	\$4,078 85	\$209 08

\* Parochial.



## PLYMOUTH COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation — 1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Abington, . . . . .	3,699	\$1,976,713	15	619	397	729	—	92	415	634	575	.91	17
Bridgewater, . . . . .	3,827	2,098,975	18	496	300	628	8	72	393	559	460	.82	22
Brookton, . . . . .	20,783	14,721,079	67	3,544	2,044	3,876	—	333	2,327	3,216	2,837	.88	71
Carver, . . . . .	1,091	588,860	8	162	116	189	2	19	122	144	126	.88	8
Duxbury, . . . . .	1,924	1,142,857	10	283	211	310	2	30	211	269	230	.86	11
East Bridgewater, . . . . .	2,812	1,648,759	16	464	284	535	—	35	330	413	385	.93	17
Halifax, . . . . .	530	245,221	4	104	58	112	1	7	58	112	89	.80	4
Hanover, . . . . .	1,966	1,101,939	9	323	242	360	1	17	271	297	269	.91	10
Hanson, . . . . .	1,227	572,982	7	204	132	212	1	8	128	180	151	.84	8
Hingham, . . . . .	4,375	3,527,928	16	642	417	764	2	71	422	669	605	.90	19
Hull, . . . . .	451	2,194,563	2	82	47	91	1	2	50	63	56	.89	2
Kingston, . . . . .	1,570	1,787,416	6	250	144	276	1	33	153	240	226	.94	8
Lakeville, . . . . .	980	444,214	7	147	111	160	6	10	109	153	119	.78	7
Marion, . . . . .	965	786,040	7	161	97	181	—	14	95	159	142	.89	7
Marshfield, . . . . .	1,649	1,065,046	9	222	145	252	1	30	144	202	178	.88	9
Mattapoisett, . . . . .	1,215	1,482,273	6	165	105	199	2	32	104	173	149	.86	7
Middleborough, . . . . .	5,163	2,747,830	25	797	503	949	4	92	549	773	702	.91	28
Norwell, . . . . .	1,589	879,135	9	259	187	238	—	8	167	209	179	.86	9
Pembroke, . . . . .	1,313	632,347	8	214	140	223	2	12	142	177	149	.84	8
Plymouth, . . . . .	7,239	5,158,900	36	1,257	876	1,396	—	95	876	1,210	1,081	.90	36
Plympton, . . . . .	600	291,258	4	86	59	92	—	6	56	79	67	.85	4
Rochester, . . . . .	1,021	468,585	7	164	102	184	—	11	99	161	137	.85	7
Rockland, . . . . .	4,785	2,379,979	20	808	477	1,032	3	120	600	878	797	.91	22

Scituate, . . .	2,350	1,824,477	13	495	339	478	2	63	304	405	367	.91	15
Wareham, . . .	3,254	1,507,567	17	617	328	660	15	58	358	532	483	.91	19
West Bridgewater, . .	1,707	959,955	10	291	162	289	5	5	193	250	220	.88	10
Whitman, . . .	3,595	2,782,620	14	673	417	751	5	91	407	646	602	.93	16
Totals, . . .	81,680	\$55,017,518	370	13,529	8,440	15,166	64	1,366	9,083	12,803	11,381	.88	401

## SUFFOLK COUNTY.

Boston, . . .	390,393	\$747,642,517	531	70,127	42,054	66,000	35	5,549	35,803	58,310	52,079	.89	1,274
Chelsea, . . .	25,709	19,405,664	80	4,891	2,892	5,018	-	481	3,016	3,977	3,556	.89	92
Revere, . . .	3,637	3,893,940	17	806	616	848	2	34	632	676	562	.83	17
Winthrop, . . .	1,370	2,822,000	5	248	161	334	-	12	227	255	227	.89	6
Totals, . . .	421,109	\$773,764,121	633	76,072	45,723	72,200	37	6,076	39,678	63,218	56,424	.89	1,389

## PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Average wages per month of male teachers in Public Schools.	Average wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.	
										Months.	Days.				
Abington, . . . . .	4	23	6	5	\$80 00	\$41 93	153-10	9-10	2	1	3	86	Taxation,	10-5	\$600 00
Bridgewater, . . . . .	4	27	16	15	83 05	34 00	168-10	8-17	1	1	3	90	Taxation,	9-10	1,100 00
Brockton, . . . . .	6	75	33	26	123 70	47 42	670	10	1	1	5	219	Taxation,	10	1,900 00
Carver, . . . . .	1	9	1	1	32 00	29 75	60	7-10	1	1	1	2	—	—	—
Duxbury, . . . . .	3	11	3	2	67 50	32 40	93-5	9-7	1	1	2	58	Part tax,	10	4,000 00
East Bridgewater, . . . . .	1	20	3	5	105 00	35 00	130	9	1	1	2	60	Taxation,	10	1,050 00
Halifax, . . . . .	1	7	2	1	—	26 00	33	8-5	1	1	2	74	—	—	—
Hanover, . . . . .	1	10	6	6	87 00	30 07	86-7	9-11	1	1	1	2	Taxation,	10	870 00
Hanson, . . . . .	1	11	5	1	—	31 20	62	8	1	1	1	1	—	—	—
Hingham, . . . . .	9	14	9	8	86 66	43 07	160	10	1	1	3	104	Taxation,	10	1,600 00
Hull, . . . . .	1	1	1	1	75 00	36 00	18	9	1	1	1	2	—	—	—
Kingston, . . . . .	1	10	5	3	—	47 40	55-10	9-5	1	1	2	52	Taxation,	9-5	800 00
Lakeville, . . . . .	4	13	8	4	28 00	28 00	46-5	8	1	1	1	1	—	—	—
Marion, . . . . .	4	7	3	1	42 00	29 20	57-15	8-5	1	1	1	1	—	—	—
Marshfield, . . . . .	1	14	3	2	28 00	29 44	81	9	1	1	1	45	—	—	—
Mattapoisett, . . . . .	1	7	3	3	72 82	28 88	51-15	8-13	1	1	1	1	Part tax,	10	710 00
Middleborough, . . . . .	3	34	17	14	76 44	34 42	210-5	8-18	1	1	3	106	Taxation,	10	1,140 00
Norwell, . . . . .	1	12	5	4	—	31 11	85-10	9-10	1	1	1	1	—	—	—
Pembroke, . . . . .	1	9	2	1	32 00	28 75	72	9	1	1	1	1	—	—	—
Plymouth, . . . . .	4	34	9	8	100 00	36 67	360	10	1	1	5	146	Taxation,	10	1,400 00
Plympton, . . . . .	1	5	3	2	32 00	30 66	33	8-1	1	1	1	1	—	—	—
Rochester, . . . . .	1	11	3	2	32 00	32 30	61	8-14	1	1	1	1	—	—	—
Rockland, . . . . .	5	21	6	6	72 20	38 77	171-10	8-10	1	1	3	101	Taxation,	10	1,260 00

## SUFFOLK COUNTY — CONTINUED.

Scituate, . . .	2	16	9	7	105 26	28 00	118	9	—	1	2	61	Taxation, Taxation,	9-2	1,000 00
Wareham, . . .	2	21	3	—	82 90	32 00	135	7-16	1	1	2	65	—	9	1,100 00
West Bridgewater, Whitman, . . .	— 1	10 17	3 6	2 4	— 125 00	38 36 39 00	78-15 133-10	7-17 9-10	— —	— 1	— 3	— 100	Taxation, Taxation,	— 10	— 1,250 00
Totals, . . .	56	449	173	131	\$80 97	\$34 99	3,385-7	8-17	3	15	41	1,367	—	147-2	\$16,780 00

Boston, . . .	152	1,122	850	850	\$254 26	\$72 95	5,120	10-1	—	11	108	2,561	Taxation, Taxation,	10 9-15 — 10	{ \$22,680 00 5,760 00 6,636 00 2,267 00 — 900 00
Chelsea, . . .	4	88	25	23	175 00	58 00	780	9-15	—	1	8	250	Taxation, Taxation,	9-15 — 10	— — 900 00
Revere, . . .	2	15	8	8	90 00	42 66	162-5	9-13	—	—	—	—	—	—	—
Winthrop, . . .	2	6	4	3	90 00	39 10	55-15	10	—	1	1	42	Taxation, Taxation,	10	— 900 00
Totals, . . .	160	1,231	887	884	\$248 16	\$71 35	6,118	9-17	—	13	117	2,853	—	29-15	\$38,243 00

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including board, fuel, care of fires and school-rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries, books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Abington, . . . . .	\$9,667 58	\$154 00	\$700 00	\$24 50	\$1,469 55	—	\$771 31	\$97 54	\$12,884 48	—
Bridgewater, . . . . .	8,600 00	547 00	—	31 70	699 95	—	—	509 67	10,388 32	—
Brockton, . . . . .	45,777 98	—	2,000 00	57 12	3,819 56	\$2,302 34	4,127 50	4,651 75	62,736 25	—
Carver, . . . . .	1,200 00	70 25	—	10 00	118 65	—	—	54 36	1,453 26	—
Duxbury, . . . . .	3,000 00	185 85	—	15 00	324 59	—	—	128 71	3,654 15	—
E. Bridgewater, . . . . .	5,700 00	319 50	—	50 00	753 49	—	141 89	170 27	7,135 15	—
Halifax, . . . . .	700 00	—	40 00	13 00	44 50	—	—	10 00	807 50	—
Hanover, . . . . .	3,450 00	180 00	—	40 00	400 00	—	—	250 00	4,320 00	—
Hanson, . . . . .	1,725 00	141 00	—	20 00	252 07	1,323 15	75 35	79 05	3,615 62	—
Hingham, . . . . .	12,346 05	—	1,000 00	—	1,131 34	—	221 13	988 11	15,686 63	—
Hull, . . . . .	1,400 00	45 00	—	15 00	102 85	—	131 24	28 74	1,722 83	—
Kingston, . . . . .	2,950 00	250 00	—	—	500 00	—	—	150 00	3,850 00	—
Lakeville, . . . . .	1,500 00	150 00	—	25 00	—	—	150 00	50 00	1,875 00	—
Marion, . . . . .	1,815 59	71 26	—	—	195 91	1,490 88	—	105 80	3,679 44	—
Marshfield, . . . . .	2,500 00	143 00	—	20 00	705 00	—	—	52 00	3,420 00	—
Mattapoisett, . . . . .	2,100 00	122 00	—	—	200 00	—	—	50 00	2,472 00	—
Middleborough, . . . . .	11,000 00	—	1,000 00	15 00	891 07	—	1,418 91	610 56	14,935 54	—
Norwell, . . . . .	2,750 00	130 00	—	8 00	299 72	—	—	296 77	3,484 49	—
Pembroke, . . . . .	1,950 00	62 25	—	13 50	170 64	—	72 00	34 32	2,302 71	—
Plymouth, . . . . .	19,033 89	—	1,250 00	5 00	2,153 71	—	—	1,196 24	23,638 84	—
Plymouth, . . . . .	800 00	71 00	—	15 00	51 00	—	—	—	937 00	—
Rochester, . . . . .	1,600 00	108 10	—	8 00	193 00	—	—	41 88	1,950 98	—
Rockland, . . . . .	10,400 00	350 35	—	35 00	1,650 23	—	700 59	50 00	13,186 17	—



Situate, .	4,500 00	125 00	—	25 00	427 51	—	439 95	129 62	5,647 08	—
Wareham, .	6,000 00	303 50	—	—	700 00	—	—	500 00	7,503 50	—
W. Bridgewater,	3,000 00	16 30	125 00	—	150 00	1,600 00	—	300 00	5,191 30	—
Whitman, .	6,500 00	450 00	—	—	819 68	—	—	1,255 74	9,025 42	—
Totals, .	\$171,966 09	\$3,995 36	\$6,115 00	\$445 82	\$18,224 02	\$6,716 37	\$8,249 87	\$11,791 13	\$227,503 66	—

## SUFFOLK COUNTY — CONTINUED.

Boston, .	\$1,408,664 70	\$53,408 00	\$4,200 00	\$2,500 00	\$67,780 29	\$127,875 90	—	\$243,107 89	\$1,907,536 78	—
Chelsea, .	63,055 25	—	2,400 00	145 00	5,940 47	—	\$1,500 00	3,907 13	76,947 85	—
Revere, .	9,741 39	190 00	—	28 00	786 00	—	13 80	156 86	10,916 05	—
Winthrop, .	3,000 00	105 00	—	10 00	613 61	5,163 76	23 34	358 27	9,273 98	—
Totals, .	\$1,484,461 34	\$53,703 00	\$6,600 00	\$2,683 00	\$75,120 37	\$133,039 66	\$1,537 14	\$247,530 15	\$2,004,674 66	—

## PLYMOUTH COUNTY — CONCLUDED.

[illegible]

Scituate, . . .	-	283 72	-	-	-	-	-	-	183 86	-
Wareham, . . .	-	341 75	-	-	-	-	-	-	193 13	-
West Bridgewater, . . .	80,000 00	-	1	54	1,500 00	-	-	-	220 92	-
Whitman, . . .	-	-	-	-	-	-	1	20	193 20	-
Totals, . . .	\$158,217 00	\$3,820 89	5	219	\$3,084 00	16	714	\$14,375 00	\$5,170 77	-

## SUFFOLK COUNTY — CONCLUDED.

Boston, . . .	\$62,434 49	\$3,044 87	20	7,895	\$290,000 00	32	773	\$150,000 00	-	-
Chelsea, . . .	-	-	-	-	-	1	35	450 00	-	-
Revere, . . .	-	-	-	-	-	-	-	-	\$49 63	-
Winthrop, . . .	-	-	-	-	-	-	-	-	164 08	-
Totals, . . .	\$62,434 49	\$3,044 87	20	7,895	\$290,000 00	33	808	\$150,450 00	\$213 71	-

## WORCESTER COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation — 1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The percent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Ashburnham, . . . . .	2,058	\$993,792	13	360	213	372	2	21	215	310	279	.90	12
Athol, . . . . .	4,758	2,672,500	22	790	480	897	4	72	537	708	638	.90	23
Aburn, . . . . .	1,268	497,056	7	264	131	246	3	12	131	173	158	.91	7
Barre, . . . . .	2,093	1,397,380	12	312	191	381	3	47	207	297	265	.89	13
Berlin, . . . . .	899	485,413	5	125	82	168	3	16	99	127	117	.92	5
Blackstone, . . . . .	5,436	2,413,560	20	1,088	651	1,128	12	33	654	795	699	.88	23
Bolton, . . . . .	876	481,061	7	120	65	156	1	27	61	115	105	.91	7
Boylston, . . . . .	834	537,826	6	166	100	177	4	15	106	132	123	.93	6
Brookfield, . . . . .	3,013	1,257,757	15	486	327	638	6	52	389	514	457	.89	16
Charlton, . . . . .	1,823	897,920	13	283	218	315	1	11	189	243	213	.88	13
Clinton, . . . . .	8,945	5,366,074	32	1,926	1,200	1,889	—	81	1,260	1,594	1,438	.90	36
Dana, . . . . .	695	281,387	5	115	72	130	4	7	76	107	100	.93	5
Douglas, . . . . .	2,205	1,015,058	13	419	263	425	7	32	263	370	321	.88	14
Dudley, . . . . .	2,742	941,160	11	539	368	393	9	39	211	289	259	.90	14
Fitchburg, . . . . .	15,375	12,662,703	62	3,351	2,307	3,174	10	277	1,874	2,457	2,204	.90	71
Gardner, . . . . .	7,283	3,568,519	26	1,307	782	1,322	5	83	520	1,186	960	.81	28
Grafton, . . . . .	4,498	2,381,733	22	971	657	1,063	13	76	618	828	671	.81	25
Hardwick, . . . . .	3,145	1,369,260	15	471	338	572	2	41	333	417	362	.87	16
Harvard, . . . . .	1,184	937,672	9	147	86	172	1	13	96	137	121	.88	9
Holden, . . . . .	2,471	1,036,702	16	492	341	551	7	46	342	475	369	.78	17
Hopedale, . . . . .	926	781,204	5	182	113	258	—	32	144	187	177	.95	7
Hubbardston, . . . . .	1,303	706,532	10	209	128	245	2	28	147	180	166	.92	10
Lancaster, . . . . .	2,050	2,537,230	11	330	205	345	3	39	195	279	257	.93	14
Leicester, . . . . .	2,923	1,834,383	14	547	339	621	5	71	412	527	471	.89	17
Leominster, . . . . .	5,297	3,906,836	22	950	824	1,174	—	143	824	960	897	.93	26
Lunenburg, . . . . .	1,071	669,746	8	157	102	182	3	22	102	137	129	.94	8

## SCHOOL RETURNS.

lxvii

Mendon, . . . . .	945	547,039	8	149	114	183	4	21	111	150	132	.88	8
Milford, . . . . .	9,343	4,860,726	32	1,529	969	1,589	5	131	898	1,267	1,153	.91	35
Millbury, . . . . .	4,555	1,959,823	17	936	714	851	5	16	649	697	642	.92	18
New Braintree, . . . . .	558	447,921	6	77	48	111	1	13	61	85	78	.92	6
Northborough, . . . . .	1,853	1,178,383	8	303	207	361	4	32	203	310	282	.91	8
Northbridge, . . . . .	3,786	2,072,221	16	681	388	859	3	43	521	635	570	.90	16
North Brookfield, . . . . .	4,201	1,796,863	19	784	656	891	6	78	632	687	623	.91	21
Oakham, . . . . .	749	348,708	5	134	85	144	1	19	82	103	96	.93	5
Oxford, . . . . .	2,355	1,329,277	11	347	204	509	6	21	299	358	318	.89	12
Paxton, . . . . .	561	282,433	4	88	51	100	-	13	60	71	62	.87	4
Petersham, . . . . .	1,032	576,623	9	164	106	174	2	17	94	143	132	.92	9
Phillipston, . . . . .	530	269,830	5	85	63	105	-	6	63	82	73	.90	5
Princeton, . . . . .	1,038	814,998	8	172	102	204	1	31	102	163	145	.89	8
Royalston, . . . . .	1,153	642,979	10	204	148	225	1	20	148	162	150	.93	10
Rutland, . . . . .	963	489,732	11	170	114	257	3	39	138	178	163	.92	11
Shrewsbury, . . . . .	1,450	1,069,465	9	252	231	298	4	40	187	269	246	.91	10
Southborough, . . . . .	2,100	1,394,048	10	348	238	360	2	20	235	283	254	.90	10
Southbridge, . . . . .	6,500	3,158,210	22	1,515	924	999	17	70	559	694	639	.92	25
Spencer, . . . . .	8,247	3,918,150	34	1,926	1,726	2,110	-	226	1,884	1,567	1,456	.93	38
Sterling, . . . . .	1,331	862,764	11	217	132	255	3	45	139	196	182	.92	11
Sturbridge, . . . . .	1,980	967,581	14	345	204	371	10	14	244	279	251	.90	14
Sutton, . . . . .	3,101	1,298,932	16	580	380	589	-	27	362	510	383	.75	16
Templeton, . . . . .	2,627	1,091,987	16	466	309	582	-	69	383	433	404	.93	16
Upton, . . . . .	2,265	881,609	10	314	209	381	-	43	213	305	277	.91	11
Uxbridge, . . . . .	2,948	2,010,870	18	598	374	543	8	47	364	435	390	.90	18
Warren, . . . . .	4,032	2,343,144	21	849	617	1,014	4	69	623	762	715	.94	23
Webster, . . . . .	6,220	2,318,368	14	1,273	715	560	8	50	350	438	393	.90	15
Westborough, . . . . .	4,880	2,545,961	21	843	603	990	-	77	594	741	697	.94	23
West Boylston, . . . . .	2,927	1,153,180	13	556	393	625	5	54	316	466	432	.93	14
West Brookfield, . . . . .	1,747	787,158	9	236	165	286	5	25	160	257	192	.75	9
Westminster, . . . . .	1,556	748,995	13	276	212	346	3	32	199	260	227	.87	13
Winchendon, . . . . .	3,872	1,973,041	20	681	406	788	10	59	420	629	579	.92	24
Worcester, . . . . .	68,389	59,307,925	242	14,048	10,015	13,649	-	1,013	7,815	10,774	9,725	.90	280
Totals, . . . . .	244,965	\$157,079,408	1,083	47,253	32,405	48,303	230	3,816	29,113	37,933	34,017	.90	1,188



## WORCESTER COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months.	
Ashburnham.	.	.	.	.	.	.	.	.	.	1	1	49	Taxation.	9	\$630 00
Athol.	.	16	4	2	\$31 41	\$31 41	94-13	7-17	-	1	1	71	Taxation.	9	1,000 00
Auburn.	.	27	1	1	35 29	35 29	171	7-14	-	1	2	-	-	-	-
Barre.	.	9	2	1	32 00	32 00	52-10	7-10	-	1	2	-	-	-	-
Berlin.	.	15	1	1	30 79	30 79	97	8-2	-	1	2	61	Taxation.	9	800 00
Berlin.	.	6	2	1	32 80	32 80	40	8	-	-	-	-	-	-	-
Blackstone.	.	23	5	1	30 66	30 66	178	8-18	-	1	2	70	Taxation.	9	1,000 00
Bolton.	.	10	6	6	29 00	29 00	55	9-3	-	1	1	35	Not by tax.	10	600 00
Boylston.	.	9	3	3	35 00	35 00	46-10	7-15	-	-	-	-	-	-	-
Brookfield.	.	23	3	3	105 26	34 03	121-2	8-1	-	1	2	43	Taxation.	9-2	1,000 00
Charlton.	.	16	3	-	38 00	30 00	95-15	7-7	-	-	-	-	-	-	-
Clinton.	.	35	13	7	160 00	45 22	320	10	-	1	3	105	Taxation.	10	1,600 00
Dana.	.	8	3	1	28 00	26 60	37	7-8	-	-	-	-	-	-	-
Douglas.	.	7	1	1	80 00	30 16	117-5	9-1	1	1	1	41	Taxation.	10	800 00
Dudley.	.	13	3	3	55 00	34 36	97-10	8-3	-	1	3	47	Taxation.	10	1,000 00
Fitchburg.	.	73	29	23	115 00	40 00	563	9	4	1	7	323	Taxation.	9-4	1,880 00
Gardner.	.	26	6	4	90 00	41 84	239	8-10	-	1	3	106	Taxation.	10	1,200 00
Grafton.	.	43	4	3	75 00	42 87	187-15	8-11	-	1	2	93	Taxation.	9	1,200 00
Hardwick.	.	20	2	2	34 00	30 09	132-1	8-16	-	-	-	-	-	-	-
Harvard.	.	11	2	2	32 00	31 50	69-10	7-14	-	-	-	-	-	-	-
Holden.	.	21	8	3	48 00	31 40	118-10	7-4	-	1	2	48	Taxation.	9	1,000 00
Hopedale.	.	8	6	6	47 58	46	9-2	9-2	-	1	2	33	Taxation.	10	700 00
Hubbardston.	.	12	2	1	24 50	27 30	70	7	-	1	2	-	-	-	-
Lancaster.	.	13	2	1	76 14	35 00	91	8	-	-	3	59	Taxation.	9-10	1,063 17
Leicester.	.	19	9	3	89 75	37 85	125-15	9	-	1	4	79	Part tax.	9-15	1,700 00
Leominster.	.	24	8	5	110 00	40 00	206-10	9-10	-	1	4	88	Taxation.	10	1,500 00
Lunenburg.	.	10	6	2	31 00	30 00	60	7-10	-	-	-	-	-	-	-

# SCHOOL RETURNS.

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Mendon, . . . . .	2	8	2	44 90	26 55	58-10	7-6	1	1	1	26	Taxation, 6	330 00
Milford, . . . . .	1	48	17	170 00	42 31	286-15	8-19	1	4	171	Taxation, 10	1,700 00	
Millbury, . . . . .	4	15	2	81 00	37 40	142	9	1	2	74	Taxation, 10	1,400 00	
New Brantree, . . . . .	-	12	5	-	32 00	44	7-7	-	-	-	-	-	-
Northborough, . . . . .	1	9	4	108 10	37 00	73-15	8-18	1	1	35	Taxation, 9-5	1,000 00	
Northbridge, . . . . .	1	23	13	120 00	42 67	154-15	9-12	1	1	24	Taxation, 10	1,200 00	
North Brookfield, . . . . .	1	23	1	150 00	34 18	166	8-15	1	2	72	Taxation, 10	1,500 00	
Oakham, . . . . .	1	8	1	40 00	27 60	36-12	7-6	-	-	-	-	-	-
Oxford, . . . . .	2	15	4	100 00	31 00	89	8-2	1	1	35	Taxation, 10	1,000 00	
Paxton, . . . . .	2	4	-	34 00	28 75	26-10	6-12	-	-	-	-	-	-
Petersham, . . . . .	1	13	1	40 00	23 40	67-10	7-10	1	1	34	Taxation, 7-10	300 00	
Phillipston, . . . . .	-	9	1	-	24 00	33-15	6-15	-	-	-	-	-	-
Princeton, . . . . .	4	12	2	45 50	30 00	53	6-12	1	-	-	-	-	-
Royalston, . . . . .	2	12	6	34 00	31 11	67-10	7-10	-	-	-	-	-	-
Rutland, . . . . .	2	16	7	39 00	27 00	63	6	1	-	-	-	-	-
Shrewsbury, . . . . .	2	11	2	91 67	34 35	77	8-5	1	2	65	Taxation, 9	800 00	
Southborough, . . . . .	1	13	6	100 00	40 00	91	9-3	1	1	36	Taxation, 10	1,000 00	
Southbridge, . . . . .	1	29	6	107 00	36 70	196-7	8-19	1	2	62	Taxation, 9-15	1,070 00	
Spencer, . . . . .	5	40	10	60 00	36 00	304-10	8	1	3	80	Taxation, 10	1,000 00	
Sterling, . . . . .	2	12	-	57 73	30 87	87	7-18	1	2	52	Taxation, 9-5	850 00	
Sturbridge, . . . . .	-	20	-	-	27 75	107-15	7-14	1	-	-	-	-	-
Sutton, . . . . .	2	17	4	53 50	31 00	115	7-10	1	1	35	Taxation, 9	700 00	
Templeton, . . . . .	2	17	1	86 11	29 53	123	7-14	1	3	102	Taxation, 9	800 00	
Upton, . . . . .	2	14	7	100 00	36 33	79-18	7-9	1	2	62	Taxation, 9-15	1,025 00	
Uxbridge, . . . . .	1	20	10	115 78	36 18	151-10	8-8	-	1	32	Taxation, 9-10	1,100 00	
Warren, . . . . .	3	23	3	72 55	36 00	165-1	7-18	2	1	61	Taxation, 9	900 00	
Webster, . . . . .	3	16	1	63 33	37 68	127	9-1	-	2	59	Taxation, 10	1,200 00	
Westborough, . . . . .	2	25	8	110 00	44 00	251	9-4	-	1	77	Taxation, 10	1,500 00	
West Boylston, . . . . .	1	18	-	102 51	32 51	109-10	8-9	-	1	41	Taxation, 9-15	1,000 00	
West Brookfield, . . . . .	-	11	4	-	33 00	72	8	-	-	-	-	-	-
Westminster, . . . . .	1	20	3	56 00	28 50	95	7-8	1	2	40	Taxation, 9	444 00	
Winchester, . . . . .	4	23	2	100 00	36 07	143-8	7-3	1	6	43	Part tax, 9-11	1,800 00	
Worcester, . . . . .	25	255	191	137 40	54 58	2,383	10	-	21	1,038	Taxation, 10	3,000 00	
Totals, . . . . .	140	1,308	452	\$85 39	\$39 37	9,473-17	8-2	15	42	112	3,707	-	\$46,042 17

## WORCESTER COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for schools, including wages of teachers, board, fuel, care of rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Ashburnham, . . .	\$4,000 00	\$130 00	—	\$17 60	\$542 78	—	\$189 20	\$15 45	\$4,895 03	—
Athol, . . .	8,000 00	300 00	—	—	758 95	\$5,800 00	—	368 99	15,227 94	—
Auburn, . . .	1,400 00	50 00	—	15 00	200 00	—	300 00	50 00	2,015 00	—
Barre, . . .	4,800 00	215 66	—	22 00	246 88	—	221 21	26 47	5,532 22	—
Berlin, . . .	1,100 00	65 00	—	10 00	19 50	—	34 94	5 60	1,235 04	—
Blackstone, . . .	7,500 00	—	\$300 00	64 00	1,190 83	—	1,000 00	750 78	10,805 61	—
Bolton, . . .	1,500 00	98 75	—	15 00	306 25	—	—	141 23	2,064 23	—
Boylston, . . .	1,500 00	156 77	—	13 00	153 56	—	—	159 01	1,982 34	—
Brookfield, . . .	5,402 00	150 00	—	21 00	378 62	—	—	298 00	6,249 62	—
Charlton, . . .	3,250 00	190 98	—	12 00	277 59	—	—	40 00	3,770 57	—
Clinton, . . .	21,600 00	500 00	1,800 00	50 00	2,156 98	—	—	834 25	26,941 23	—
Dana, . . .	700 00	50 00	—	8 00	141 00	—	89 00	18 00	1,006 00	—
Douglas, . . .	4,000 00	125 00	—	25 00	313 38	—	114 11	50 00	4,627 49	—
Dudley, . . .	4,300 00	156 00	—	36 00	350 00	—	—	250 00	5,092 00	—
Fitchburg, . . .	42,477 37	—	2,000 00	50 00	6,850 79	14,250 70	—	890 55	66,519 41	—
Gardner, . . .	14,000 00	375 00	—	36 40	2,260 31	13,940 29	1,684 60	1,000 00	33,296 60	—
Grafton, . . .	9,900 00	945 64	—	24 50	1,758 15	—	—	875 43	13,503 72	—
Hardwick, . . .	4,700 00	210 00	—	24 00	175 00	3,000 00	—	—	8,109 00	—
Harvard, . . .	2,500 00	157 00	—	18 00	143 63	—	27 25	73 85	2,919 73	—
Holden, . . .	5,432 46	212 25	—	25 00	494 46	—	259 72	146 24	6,570 13	—
Hopedale, . . .	3,511 77	100 00	—	10 00	785 88	—	346 98	178 26	4,932 89	—
Hubbardston, . . .	2,200 00	132 00	—	22 00	125 99	—	—	142 60	2,622 59	—
Leicester, . . .	5,100 00	250 00	—	20 00	400 00	—	—	250 00	6,020 00	—
Leicester, . . .	6,000 00	300 65	—	20 00	562 17	—	—	211 51	7,094 33	—
Leominster, . . .	12,400 00	—	1,500 00	100 00	1,477 16	8,000 00	2,622 26	1,633 29	27,732 71	—
Lunenburg, . . .	1,700 00	87 00	—	15 00	387 00	—	—	67 00	2,256 00	—

\$200 00

## SCHOOL RETURNS.

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Mendon, .	1,500 00	75 00	—	20 00	250 91	—	105 00	20 00	1,970 91	—
Milford, .	17,216 00	25 00	1,500 00	25 00	1,153 00	—	—	581 00	20,500 00	—
Millbury, .	9,200 00	425 00	—	25 00	500 00	—	—	330 00	10,480 00	—
New Braintree,	1,556 00	58 00	—	22 00	140 00	—	284 00	19 00	2,079 00	—
Northborough,	3,500 00	185 00	—	20 00	524 90	—	—	266 08	4,495 98	—
Northbridge,	8,600 00	400 00	—	50 00	631 05	—	—	575 23	10,256 28	—
N. Brookfield, .	8,500 00	232 00	—	55 00	795 41	—	—	280 57	9,862 98	—
Oakham, .	850 00	80 50	—	7 00	93 50	—	—	27 70	1,058 70	—
Oxford, .	5,000 00	240 00	—	10 00	550 00	1,000 00	300 00	300 00	7,400 00	16 00
Faxton, .	698 00	—	50 00	10 45	118 21	—	—	23 34	900 00	—
Petersham,	1,600 00	108 33	—	15 00	273 27	—	—	146 63	2,143 23	—
Phillipston,	750 00	60 00	—	—	75 73	—	—	139 26	1,045 59	—
Princeton,	2,000 00	149 25	—	—	170 38	—	20 60	34 10	2,484 31	—
Royalston,	1,600 00	124 00	—	10 00	195 35	—	—	18 98	1,948 33	—
Rutland, .	1,800 00	107 00	—	10 00	139 00	—	—	20 00	2,076 00	—
Shrewsbury,	4,187 14	200 00	—	18 00	400 34	—	353 79	208 95	5,368 22	—
Southborough,	4,300 00	200 00	—	—	600 00	—	200 00	400 00	5,700 00	—
Southbridge,	10,400 00	—	1,400 00	26 00	1,870 48	15,000 00	4,679 43	484 34	18,860 25	—
Spencer, .	21,700 00	—	1,000 00	68 00	1,387 47	—	1,778 01	—	40,933 48	—
Sterling, .	3,700 00	146 75	—	40 00	270 76	—	—	10 51	4,168 02	—
Sturbridge,	3,200 00	220 25	—	12 00	225 81	—	—	481 35	4,139 41	—
Sutton, .	4,000 00	150 00	—	—	339 30	—	335 32	44 56	4,869 18	—
Templeton,	4,700 00	140 50	—	55 00	801 91	—	—	255 17	5,952 58	—
Upton, .	4,215 81	136 00	—	23 00	551 42	—	—	73 39	4,999 62	30 00
Uxbridge,	7,000 00	—	500 00	26 75	822 34	—	685 68	193 73	9,228 50	—
Warren, .	9,600 00	—	400 00	—	500 00	—	—	500 00	11,000 00	—
Webster, .	6,892 20	275 00	—	55 00	—	—	636 00	100 00	7,958 20	—
Westborough, .	11,200 00	—	600 00	—	850 00	—	—	500 00	13,150 00	—
West Boylston,	5,076 33	150 00	—	25 00	330 14	—	1,568 00	373 65	7,523 12	—
W. Brookfield, .	3,000 00	132 00	—	20 00	213 83	—	—	12 00	3,377 83	—
Westminster, .	3,096 86	142 25	—	7 50	359 66	—	—	122 60	3,728 87	8 00
Winchendon, .	6,005 85	364 00	—	44 49	921 90	2,688 49	—	206 66	10,231 39	1,316 30
Worcester, .	196,496 95	1,100 00	3,500 00	163 61	20,698 92	23,320 98	8,417 73	9,986 20	263,684 39	—
Totals, .	\$552,114 74	\$10,583 53	\$14,550 00	\$1,537 30	\$59,214 85	\$87,000 46	\$26,383 41	\$25,211 51	\$776,595 80	\$1,570 30

WORCESTER COUNTY — CONCLUDED.

[illegible]



# SCHOOL RETURNS.

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Mendon,	.	-	121 31	-	-	-	-	2	308	-	210 02	10 80
Milford,	.	-	-	-	-	-	-	1	12	300 00	104 96	-
Millbury,	.	-	-	-	-	-	-	1	12	240 00	207 35	-
New Braintree,	.	-	77 00	-	-	-	-	-	-	-	306 70	-
Northborough,	.	5,000 00	-	-	-	-	-	1	13	813 00	168 01	-
Northbridge,	.	-	270 26	-	-	-	-	-	-	-	203 02	10 96
North Brookfield,	.	-	402 28	-	-	-	-	-	-	-	202 95	-
Oakham,	.	-	140 24	-	-	-	-	-	-	-	307 31	-
Oxford,	.	-	-	-	-	-	-	-	-	-	171 06	-
Paxton,	.	-	-	-	-	-	-	-	-	-	305 96	-
Petersham,	.	835 00	219 71	-	-	-	-	-	-	-	209 82	-
Phillipston,	.	-	58 35	-	-	-	-	-	-	-	305 89	-
Princeton,	.	-	62 43	-	-	-	-	-	-	-	210 56	-
Royalston,	.	6,500 00	97 96	-	-	-	-	-	-	-	211 92	-
Rutland,	.	-	-	-	-	-	-	-	-	-	313 41	40 00
Shrewsbury,	.	1,000 00	-	-	-	-	-	-	-	-	167 33	-
Southborough,	.	-	-	-	-	-	-	2	94	7,750 00	173 56	-
Southbridge,	.	-	-	-	-	-	-	*1	625	-	96 08	24 00
Spencer,	.	-	-	-	-	-	-	1	150	200 00	123 71	-
Sterling,	.	-	-	-	-	-	-	-	-	-	216 18	13 50
Sturbridge,	.	-	-	-	-	-	-	1	37	60 00	225 05	-
Sutton,	.	2,000 00	234 44	-	-	-	-	-	-	-	183 72	45 93
Templeton,	.	-	216 16	-	-	-	-	1	50	-	182 10	45 52
Upton,	.	-	-	-	-	-	-	-	-	-	221 94	5 00
Uxbridge,	.	-	-	-	-	-	-	-	-	-	189 14	-
Warren,	.	-	-	-	-	-	-	-	-	-	200 65	50 00
Webster,	.	-	386 00	-	-	-	-	*2	800	4,000 00	236 20	60 00
Westborough,	.	-	-	-	-	-	-	1	26	200 00	206 13	-
West Boylston,	.	-	-	-	-	-	-	-	-	-	188 39	-
West Brookfield,	.	-	-	-	-	-	-	-	-	-	217 54	-
Westminster,	.	-	-	-	-	-	-	-	-	-	218 15	-
Winchendon,	.	225,000 00	-	1	126	155 00	-	1	20	40 00	193 81	50 00
Worcester,	.	1,503 39	-	2	225	5,000 00	-	12	2,500	3,000 00	-	-
Totals,	.	\$457,605 05	\$4,927 44	7	642	\$8,830 53	37	5,179	\$17,017 00	\$11,831 26	\$590 58	

\* Parochial.

## RECAPITULATION.

COUNTIES.	Population—State Censuses, 1885.	Valuation—1887.	No. of Public Schools.	No. of persons in town May 1, 1887, between 5 and 15 years of age.	No. of persons in town May 1, 1887, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.
Barnstable, . . . . .	29,845	\$17,359,324	162	4,913	3,271	5,674	25	746	3,292	4,676	4,216	.90
Berkshire, . . . . .	73,828	40,352,856	381	14,947	10,228	15,951	134	1,418	10,091	12,060	10,822	.89
Bristol, . . . . .	158,498	117,901,551	575	29,618	18,630	28,103	80	1,746	16,784	22,210	19,855	.89
Dukes, . . . . .	4,135	3,375,346	22	567	411	630	1	79	391	564	486	.86
Essex, . . . . .	263,727	199,452,878	912	47,581	29,563	44,081	89	3,216	25,889	37,904	34,042	.90
Franklin, . . . . .	37,449	18,482,816	265	6,989	4,526	7,482	56	696	4,340	6,255	5,610	.90
Hampden, . . . . .	116,764	83,195,304	451	22,619	14,423	19,771	124	1,386	12,284	14,933	13,633	.91
Hampshire, . . . . .	48,472	28,071,624	288	8,815	5,812	9,657	116	875	5,780	7,647	6,980	.91
Middlesex, . . . . .	357,311	320,012,709	1,300	66,710	41,512	69,474	151	6,166	39,387	56,438	51,498	.91
Nantucket, . . . . .	3,142	2,725,920	12	562	460	400	—	20	290	360	340	.94
Norfolk, . . . . .	102,142	115,757,432	464	19,329	11,991	21,108	71	1,937	11,907	16,940	15,419	.91
Plymouth, . . . . .	81,680	55,017,518	370	13,529	8,440	15,166	64	1,366	9,083	12,803	11,381	.88
Suffolk, . . . . .	424,109	773,764,121	633	76,072	45,723	72,200	37	6,076	39,678	63,218	56,424	.89
Worcester, . . . . .	244,965	157,079,408	1,083	47,253	32,405	48,303	230	3,816	29,113	37,933	34,017	.90
Totals, . . . . .	1,943,067	\$1,932,548,807	6,918	359,504	227,395	358,000	1,178	29,543	208,309	293,941	264,723	.90

## RECAPITULATION — CONTINUED.

COUNTIES.	No. of teachers required by the Public Schools.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Average wages per month of male teachers in Public Schools.	Average wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of schools kept less than six months each.	HIGH SCHOOLS.			Salary of Principal.
											No. of High Schools.	No. of teachers.	No. of pupils.	
Barnstable,	174	48	177	64	53	\$67 16	\$34 08	1,380-18	8-7	-	11	16	532	\$9,965 00
Berkshire,	436	59	480	68	39	66 27	29 40	3,206-5	7-19	8	12	25	783	13,015 00
Bristol, .	678	71	699	135	98	91 43	41 79	5,311-8	8-9	1	11	40	1,398	14,800 00
Dukes, .	24	7	27	13	11	55 57	28 39	175-5	7-17	-	1	1	35	432 00
Essex, .	49	87	1,085	398	306	115 84	43 88	8,633-8	8-19	1	26	90	2,820	33,775 75
Franklin,	285	32	342	59	34	37 00	27 74	1,960-17	7-3	4	9	17	481	5,882 50
Hampden,	511	51	557	172	122	108 79	39 23	3,980-18	8-7	3	9	46	1,172	14,000 00
Hampshire,	310	50	371	43	21	54 92	29 68	2,355-14	7-10	6	12	26	719	9,523 33
Middlesex,	1,601	163	1,660	606	479	135 14	49 66	10,317-11	8-16	7	45	155	5,145	61,036 87
Nantucket,	13	1	14	2	2	100 00	28 25	116	9-8	-	1	2	57	1,000 00
Norfolk, .	500	85	487	174	134	101 65	42 97	4,450-2	9-6	1	23	55	1,716	27,807 85
Plymouth,	401	56	449	173	131	80 97	34 99	3,385-7	8-17	3	15	41	1,367	16,780 00
Suffolk, .	1,389	160	1,231	887	884	248 16	71 35	6,118	9-17	-	13	117	2,853	38,243 00
Worcester,	1,188	140	1,308	452	363	85 39	39 37	9,473-17	8-2	15	42	112	3,707	46,012 17
Totals,	8,559	1,010	8,887	3,246	2,677	\$119 34	\$44 88	60,865-10	8-9	49	230	737	22,785	\$292,303 47

## RECAPITULATION — CONTINUED.

COUNTIES.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of rooms, for the school-year 1887-88.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of Printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Barnstable,	\$62,000 00	\$1,821 38	\$2,090 00	\$274 40	\$7,201 03	\$5,155 80	\$489 00	\$5,263 09	\$84,294 70	\$100 00
Berkshire,	140,609 53	3,027 07	5,143 47	587 60	13,486 74	18,201 37	4,056 45	9,260 10	194,372 33	—
Bristol,	357,046 10	2,605 38	8,623 02	750 76	33,004 29	5,738 42	6,038 08	13,354 35	427,160 40	64 00
Dukes,	6,336 00	292 00	—	83 75	918 53	—	106 95	480 66	8,217 89	—
Essex,	574,400 37	9,245 38	9,344 79	1,960 23	52,251 75	1,280 00	16,695 92	39,718 41	704,896 85	—
Franklin,	65,490 62	2,910 72	60 00	297 45	8,658 47	8,576 32	4,518 57	4,212 98	94,725 13	381 25
Hampden,	257,405 36	4,088 30	6,825 00	568 85	23,603 13	37,785 93	11,072 38	9,805 58	351,154 53	391 25
Hampshire,	90,556 36	2,668 97	1,750 00	214 20	10,645 81	2,302 33	681 27	7,745 58	116,564 52	35 00
Middlesex,	1,045,577 69	13,082 58	22,635 00	2,509 51	94,773 76	122,416 22	47,793 61	74,651 95	1,423,440 32	323 50
Nantucket,	4,854 29	100 00	—	7 12	315 31	—	—	600 27	5,876 99	—
Norfolk,	301,583 92	4,802 93	13,095 00	654 97	31,317 99	117,180 06	11,339 28	19,027 20	499,001 35	1,025 00
Plymouth,	171,966 09	3,995 36	6,115 00	445 82	18,224 02	6,716 37	8,249 87	11,791 13	227,503 66	—
Suffolk,	1,484,461 34	53,703 00	6,600 00	2,683 00	75,120 37	133,039 66	1,537 14	247,530 15	2,004,674 66	—
Worcester,	552,114 74	10,533 53	14,550 00	1,537 30	59,214 85	87,000 46	26,383 41	25,211 51	776,595 80	1,570 30
Totals,	\$5,114,402 41	\$112,926 60	\$96,831 28	\$12,574 96	\$428,736 05	\$545,392 94	\$138,961 93	\$468,652 96	\$6,918,479 13	\$3,890 30

## RECAPITULATION — CONCLUDED.

COUNTIES.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1888.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Barnstable,	\$44,000 00	\$2,120 58	\$1,667 71	2	70	\$900 00	3	24	\$575 00	\$3,337 87	\$258 00
Berkshire, .	20,363 90	1,242 89	1,491 21	1	—	—	17	695	26,310 00	8,050 28	368 55
Bristol, .	164,130 00	10,902 81	6,557 57	4	430	14,447 25	64	3,738	13,142 00	3,153 73	77 30
Dukes, .	—	—	102 20	—	—	—	1	10	100 00	1,489 61	111 75
Essex, .	495,537 94	19,843 50	10,007 57	5	702	35,248 00	47	5,537	31,302 00	4,815 97	171 00
Franklin, .	67,795 34	3,586 05	1,021 99	7	572	34,620 89	3	41	5,075 00	7,027 51	203 30
Hampden, .	172,668 65	9,127 49	3,413 62	3	484	13,926 26	24	4,459	26,795 00	4,796 01	370 08
Hampshire, .	373,119 24	16,596 80	3,070 92	5	226	6,176 66	17	638	19,513 00	5,947 45	100 75
Middlesex, .	186,160 04	9,938 93	6,019 92	12	948	95,843 30	67	7,225	81,719 75	8,524 39	540 41
Nantucket, .	—	—	—	1	70	560 00	1	12	125 00	187 92	40 00
Norfolk, .	169,938 46	7,405 01	5,361 81	4	174	5,369 00	18	1,010	11,365 00	4,078 85	209 08
Plymouth, .	158,217 00	7,231 77	3,820 89	5	219	3,084 00	16	714	14,375 00	5,170 77	—
Suffolk, .	62,434 49	3,044 87	48,748 81	20	7,895	290,000 00	33	808	150,450 00	213 71	—
Worcester, .	457,605 05	18,054 34	4,927 44	7	642	8,830 53	37	5,179	17,017 00	11,831 26	590 58
Totals, .	\$2,371,970 11	\$109,095 04	\$86,211 66	76	12,432	\$509,005 89	348	30,090	\$398,463 75	\$68,625 33	\$3,040 80



## EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			TIME.  No. of Evenings.	No. of Teachers	Expens.
		Males.	Females.	Average.			
Andover, . . .	1	20	—	—	—	—	—
Billerica, . . .	1	41	34	27	36	1	\$75 00
Boston, . . .	19	3,936	*	2,781	108	146	45,571 10
Brockton, . . .	4	80	59	71	52	4	435 70
Brookline, . . .	1	53	24	28	64	3	414 84
Cambridge, . . .	4	311	255	230	50	22	2,143 48
Chelsea, . . .	2	408	*	125	50	12	834 00
Chicopee, . . .	2	185	250	340	40	39	1,380 65
Clinton, . . .	1	178	141	109	48	8	400 00
Danvers, . . .	1	37	11	32	71	4	364 00
Dedham, . . .	1	49	21	19	48	3	300 00
Fall River, . . .	48	2,040	1,214	1,972	62	105	4,498 71
Fitchburg, . . .	5	622	*	62	38	48	1,200 00
Framingham, . . .	1	170	67	107	44	5	500 00
Haverhill, . . .	3	182	162	174	20	9	605 00
Holyoke, . . .	5	763	780	1,043	40	40	4,187 50
Hyde Park, . . .	2	147	23	25	72	3	347 67
Lawrence, . . .	21	634	456	872	40	40	1,557 25
Lowell, . . .	9	1,906	1,463	1,505	75	86	16,727 64
Lynn, . . .	12	307	141	52	53	44	3,649 09
Malden, . . .	1	72	36	72	80	5	1,573 22
Maynard, . . .	1	60	35	71	36	2	130 00
Milford, . . .	1	57	2	35	72	2	488 30
Monson, . . .	1	18	12	13	32	3	57 49
New Bedford, . . .	3	767	358	298	92	23	4,357 30
Newburyport, . . .	1	50	20	30	16	5	125 00
Newton, . . .	3	81	110	115	37	22	1,465 92
North Adams, . . .	6	192	96	191	40	7	465 00
Northampton, . . .	2	53	—	15	47	2	165 02
Pittsfield, . . .	1	134	8	35	64	4	699 12
Plymouth, . . .	1	50	14	30	60	2	300 00
Rockport, . . .	1	33	—	33	60	1	150 00
Salem, . . .	3	562	384	228	204	21	2,500 00
Somerville, . . .	4	334	*	165	—	13	1,303 00
Southbridge, . . .	6	174	148	234	23	7	401 95
Spencer, . . .	1	157	—	157	38	12	487 00
Springfield, . . .	4	430	120	137	89	20	2,062 75
Taunton, . . .	2	298	104	161	100	12	1,100 00
Waltham, . . .	4	220	225	40	65	17	1,700 00
Ware, . . .	4	248	278	377	49	24	1,185 00
Warren, . . .	2	259	*	162	25	5	215 06
Warwick, . . .	1	18	21	35	50	1	108 60
Watertown, . . .	1	100	67	80	33	7	396 67
Webster, . . .	2	100	80	90	48	8	380 00
Westfield, . . .	1	90	11	32	42	8	383 25
Westport, . . .	1	13	14	20	80	1	110 00
West Springfield, . . .	1	53	*	20	46	5	123 00
Winchester, . . .	1	47	38	35	20	7	329 06
Woburn, . . .	1	68	13	53	50	5	654 87
Worcester, . . .	10	557	56	285	89	46	4,265 54
Totals, . . .	214	17,364	7,351	12,823	2,698	919	\$112,873 75

\* With males.

# SCHOOL RETURNS.

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## RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE YEAR ENDING JULY 31, 1888.

STATE INSTITUTIONS.	No. of Schools in the Institution.	No of different Schol-ars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending School.	No. over 15 years of age attending School.	No. between 5 and 15 years of age remain- ing in the Institution July 31, 1888.	NO. OF TEACHERS DURING THE YEAR.		WAGES OF TEACHERS PER MONTH.		Length of each School in Months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster, .	3	210	67	1	63	14	1	3	1	\$25 00*	12 months.
State Primary School at Monson, .	8	417	259	1	15	232	1	12	1	20 83	11 $\frac{3}{4}$ months.
Lyman School for Boys at Westborough,	5	232	123.2		57	69	1	8	1	25 00*	12 months.

\* With board.

## GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between five and fifteen years of age. The income of the surplus revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes; and these sums constitute the amount reckoned as appropriations. The income of such school funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any fund to its public schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to common schools as an equal sum raised by taxes. On this account the surplus revenue, and sometimes other funds, are to be distinguished from local school funds as generally held. The income of the one *may* be appropriated to schools, or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to school funds.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular schools, or classes of scholars, and not to benefit equally all that attend the public schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1887–88, also its rank in a similar scale for 1886–87. It presents the sum appropriated to each child between five and fifteen.

## GRADUATED TABLES — (FOR THE STATE) — FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the different Towns in the State for the Education of each Child in the Town, between the Ages of 5 and 15 Years.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	WELLESLEY,	\$31 64.8	\$13,000 00	\$323 96	\$13,323 96	421	—
2	2	Nahant,	27 67.3	3,735 89	—	3,735 89	135	—
3	3	Brookline,	26 90.2	47,805 50	—	47,805 50	1,777	—
4	4	Newton,	26 21.5	99,715 65	2,337 66	102,053 31	3,893	—
5	5	Milton,	26 19.2	15,584 25	—	15,584 25	595	—
10	6	Weston,	21 84.9	5,200 00	—	5,200 00	238	—
7	7	Belmont,	21 50.1	7,095 22	—	7,095 22	330	—
55	8	New Braintree,	21 20.8	1,556 00	77 00	1,633 00	77	—
12	9	Boston,	20 77.3	1,408,664 70	48,087 06	1,456,751 76	70,127	—
121	10	Boxborough,	20 77.1	800 00	72 39	872 39	42	—
15	11	Concord,	20 75.7	12,142 58	—	12,142 58	585	—
20	12	Waltham,	20 56.1	53,809 27	—	53,809 27	2,617	—
26	13	Medford,	19 89.5	30,181 45	—	30,181 45	1,517	—
25	14	Groton,	19 62.2	5,200 00	—	5,200 00	265	—
18	15	Arlington,	19 49.3	19,024 76	—	19,024 76	976	—
11	16	Bedford,	19 42.1	2,350 00	—	2,350 00	121	—
22	17	Hopedale,	19 29.5	3,511 77	—	3,511 77	182	—
19	18	Hingham,	19 23.1	12,346 05	—	12,346 05	642	—

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
For 1886-87.	For 1887-88.							
8	19	Lexington, .	\$19 00.8	\$9,200 00	—	\$9,200 00	484	—
14	20	Watertown, .	18 73.5	21,620 00	—	21,620 00	1,154	—
34	21	Colasset, .	18 48.1	6,685 58	\$226 19	6,911 77	374	—
27	22	Swampscott, .	18 43.3	6,580 75	—	6,580 75	357	—
23	23	Bridgewater, .	18 35.3	8,600 00	503 32	9,103 32	496	—
65	24	Tisbury, .	18 10.2	2,600 00	61 00	2,661 00	147	—
9	25	Winchester, .	17 83.1	14,715 05	—	14,715 05	825	—
36	26	Needham, .	17 82.9	8,200 00	411 20	8,611 20	483	—
21	27	Bourne, .	17 73.6	4,700 00	—	4,700 00	265	—
6	28	Dedham, .	17 67.6	21,353 00	—	21,353 00	1,208	—
42	29	Sandwich, .	17 25.6	5,800 00	360 50	6,160 50	357	—
31	30	New Bedford, .	17 22	87,562 85	795 00	88,357 85	5,131	—
69	31	Granby, .	17 12	1,935 00	119 36	2,054 36	120	—
17	32	Hull, .	17 07.3	1,400 00	—	1,400 00	82	—
53	33	Sterling, .	17 05.1	3,700 00	—	3,700 00	217	—
28	34	Harvard, .	17 00.7	2,500 00	—	2,500 00	147	—
24	35	Norwood, .	17 00.2	9,300 00	—	9,300 00	547	—
13	36	Walpole, .	16 95.4	7,300 00	278 59	7,578 59	447	—
38	37	Welleslet, .	16 87.8	4,000 00	—	4,000 00	237	—
39	38	Cambridge, .	16 68.9	187,178 93	—	187,178 93	11,216	\$182 50
64	39	Gosnold, .	16 66.7	250 00	—	250 00	15	—
46	40	Shrewsbury, .	16 61.6	4,187 14	—	4,187 14	252	—
32	41	Somerville, .	16 53	94,587 00	—	94,587 00	5,722	—
49	42	Randolph, .	16 31	10,044 79	589 34	10,634 13	652	—
33	43	Acton, .	16 27.9	4,100 00	279 00	4,379 00	269	20 00
67	44	Tyngsborough, .	16 23.1	1,150 60	99 75	1,249 75	77	21 00



## SCHOOL RETURNS.

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58	Weymouth, .	15	90.2	28,261	11	727	82	28,988	93	1,823	-
43	Falmouth, .	15	88.6	6,000	00	370	27	6,370	27	401	-
56	Haverhill, .	15	80.4	58,769	29	480	60	59,249	89	3,749	-
99	Millis, .	15	78.6	1,657	58	-	-	1,657	58	105	-
57	Stonham, .	15	63.6	13,900	00	-	-	13,900	00	889	-
45	Abington, .	15	61.8	9,667	58	-	-	9,667	58	619	-
40	Malden, .	15	50.1	47,261	59	-	-	47,261	59	3,049	-
52	Springfield, .	15	48.6	100,910	00	-	-	100,910	00	6,516	-
114	Ashby, .	15	47.2	1,800	00	134	00	1,934	00	125	-
44	Lancaster, .	15	45.5	5,100	00	-	-	5,100	00	330	-
47	Hyde Park, .	15	40.7	25,900	00	-	-	25,900	00	1,681	-
37	Barre, .	15	38.5	4,800	00	-	-	4,800	00	312	-
80	Raynham, .	15	37.4	3,000	00	290	09	3,290	09	214	-
92	Melrose, .	15	19.8	19,088	47	-	-	19,088	47	1,256	-
71	Reading, .	15	17.7	9,000	00	-	-	9,000	00	593	-
133	Stockbridge, .	15	15.2	5,000	00	-	-	5,000	00	330	-
48	Plymouth, .	15	14.2	19,033	89	-	-	19,033	89	1,257	-
16	Dover, .	15	09.4	1,600	00	-	-	1,600	00	106	-
73	Frammingham, .	15	04.8	22,500	00	945	00	23,445	00	1,558	-
198	Essex, .	15	02.6	3,257	66	108	15	3,365	81	224	-
215	Carlisle, .	14	99.5	1,000	00	94	62	1,094	62	73	-
30	Barnstable, .	14	88.7	10,000	00	361	00	10,361	00	696	-
66	Salem, .	14	86.6	74,500	01	3,132	36	77,632	37	5,222	-
60	Orleans, .	14	85.9	2,200	00	58	63	2,258	63	152	-
29	Holbrook, .	14	63.1	6,350	00	-	-	6,350	00	434	-
41	Oxford, .	14	40.9	5,000	00	-	-	5,000	00	347	-
62	North Andover, .	14	24.5	10,000	00	-	-	10,000	00	702	-
152	Stow, .	14	23.6	2,400	00	162	45	2,562	45	180	-
35	Fairhaven, .	14	22.9	5,505	00	399	99	5,904	99	415	-
184	West Springfield, .	14	13.2	11,800	00	410	12	12,210	12	864	-
78	Everett, .	14	07.1	17,125	00	-	-	17,125	00	1,217	-
72	Lowell, .	14	06.3	163,623	11	-	-	163,623	11	11,635	-

100 00

16 00

64 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
200	77	South Hadley,	\$14 03.2	\$8,500 00	\$298 16	\$8,798 16	627	—
86	78	Amherst,	14 00.6	8,214 21	399 24	8,613 45	615	—
76	79	Worcester,	13 98.8	196,496 95	—	196,496 95	14,048	—
96	80	Longmeadow,	13 98.3	3,800 00	199 26	3,999 26	286	—
74	81	Littleton,	13 96.5	2,300 00	157 87	2,457 87	176	—
77	82	Middleborough,	13 80.2	11,000 00	—	11,000 00	797	—
168	83	Sharon,	13 67.1	2,800 00	153 00	2,953 00	216	—
61	84	Natick,	13 51.9	21,265 48	—	21,265 48	1,573	—
123	85	Medfield,	13 48.3	2,400 00	—	2,400 00	178	—
102	86	Peabody,	13 47	26,029 65	870 30	26,899 95	1,997	—
105	87	Upton,	13 42.6	4,215 81	—	4,215 81	314	\$30 00
70	88	Barnardston,	13 41.6	2,050 00	56 75	5,106 25	157	300 00
107	89	Townsend,	13 41	3,500 00	—	3,500 00	261	—
81	90	Wrentham,	13 40.6	6,000 00	341 05	6,341 05	473	—
50	91	Canton,	13 39.6	9,710 00	738 71	10,448 71	780	—
144	92	Sherborn,	13 39.2	2,625 00	106 92	2,731 92	204	1,025 00
83	93	Gloucester,	13 32.7	50,601 01	—	50,601 01	3,797	—
112	94	Manchester,	13 29.1	3,150 00	—	3,150 00	237	—
93	95	Westborough,	13 28.6	11,200 00	—	11,200 00	843	—
88	96	North Reading,	13 22	1,800 00	90 50	1,890 50	143	—
104	97	Winthrop,	13 20.4	3,000 00	274 55	3,274 55	248	—
165	98	Lee,	13 19.8	7,800 00	—	7,800 00	591	—
209	99	Tewksbury,	13 19.2	3,100 00	—	3,100 00	235	—
113	100	Merrimac,	13 16.5	6,000 00	187 55	6,187 55	470	—
85	101	Brockton,	13 14.7	45,777 98	815 05	46,593 03	3,544	—
—	102	North Attleborough,	13 07.5	14,500 00	837 00	15,337 00	1,173	—

## SCHOOL RETURNS.

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84	Leominster,	103	13 05.3	12,400 00	-	12,400 00	950
90	East Bridgewater,	104	13 05	5,700 00	355 31	6,055 31	464
122	Saugus,	105	13 04	6,846 00	-	6,846 00	525
170	Northbridge,	106	13 02.5	8,600 00	270 26	8,870 26	681
75	Wakefield,	107	12 99.7	17,000 00	-	17,000 00	1,308
142	Chelmsford,	108	12 94.6	5,450 00	-	5,450 00	421
291	Sunderland,	109	12 93.1	1,500 00	-	1,500 00	116
143	Dighton,	110	12 89.9	3,000 00	237 65	3,237 65	251
111	Chelsea,	111	12 89.2	63,055 25	-	63,055 25	4,891
82	Lynn,	112	12 87.8	101,579 85	-	101,579 85	7,888
132	Rockland,	113	12 87.1	10,400 00	-	10,400 00	808
79	Foxborough,	114	12 83.5	5,300 00	347 57	5,647 57	440
89	Taunton,	115	12 74.8	51,756 62	-	51,756 62	4,060
117	Bradford,	116	12 74.4	6,800 00	272 65	7,072 65	555
63	Lincoln,	117	12 72.7	2,100 00	-	2,100 00	165
120	Mattapoisett,	118	12 72.7	2,100 00	-	2,100 00	165
151	West Brookfield,	119	12 71.2	3,000 00	-	3,000 00	236
186	Wilbraham,	120	12 69.6	2,500 00	115 40	2,615 40	206
87	Fitchburg,	121	12 67.6	42,477 37	-	42,477 37	3,351
59	Revere,	122	12 56.6	9,741 39	387 20	10,128 59	806
51	Bolton,	123	12 50	1,500 00	-	1,500 00	120
261	Peru,	124	12 48.4	450 00	24 40	474 40	38
115	Danvers,	125	12 40	13,124 00	503 30	13,627 30	1,099
91	Medway,	126	12 36.6	5,500 00	312 10	5,812 10	470
106	Southborough,	127	12 35.6	4,300 00	-	4,300 00	348
136	Marshfield,	128	12 30.7	2,500 00	232 18	2,732 18	222
127	West Newbury,	129	12 27.7	3,480 83	153 22	3,634 05	296
153	Charlton,	130	12 27.4	3,250 00	223 66	3,473 66	283
146	Great Barrington,	131	12 24.5	10,400 00	216 47	10,616 47	867
217	Acushnet,	132	12 18.8	1,700 00	372 01	2,072 01	170
139	Beverly,	133	12 15.3	19,524 99	940 80	20,465 79	1,684
141	Wayland,	134	12 14.8	4,500 00	176 98	4,676 98	385

*Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.*

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
109	135	Braintree, . . . . .	\$12 12.1	\$8,400 00	—	\$8,400 00	693	—
100	136	Brewster, . . . . .	12 12.1	2,000 00	—	2,000 00	165	—
135	137	Andover, . . . . .	12 08.7	11,000 00	\$96 00	11,096 00	918	—
108	138	Rehoboth, . . . . .	12 07.6	3,200 00	—	3,200 00	265	—
163	139	Quincy, . . . . .	12 05.6	38,013 44	—	38,013 44	3,153	—
194	140	Orange, . . . . .	12 01.1	7,375 00	—	7,375 00	614	—
95	141	Princeton, . . . . .	11 99.1	2,000 00	62 43	2,062 43	172	—
155	142	Mansfield, . . . . .	11 98.5	5,100 00	449 08	5,549 08	463	—
159	143	Ashland, . . . . .	11 96.2	5,000 00	—	5,000 00	418	—
195	144	Yarmouth, . . . . .	11 96.2	3,500 00	184 41	3,684 41	308	—
264	145	Westhampton, . . . . .	11 91.9	800 00	46 23	846 23	71	—
118	146	Granville, . . . . .	11 91.8	2,288 26	—	2,288 26	192	—
94	147	Westfield, . . . . .	11 91.3	21,300 00	—	21,300 00	1,788	—
110	148	Ipswich, . . . . .	11 90.7	6,700 00	563 05	7,263 05	610	—
54	149	Kingston, . . . . .	11 80	2,950 00	—	2,950 00	250	—
101	150	Greenfield, . . . . .	11 79.9	11,055 75	—	11,055 75	937	—
140	151	Lunenburg, . . . . .	11 78.6	1,700 00	150 40	1,850 40	157	—
160	152	Georgetown, . . . . .	11 75.5	5,250 00	157 15	5,407 15	460	—
137	153	Harwich, . . . . .	11 73.7	5,000 00	—	5,000 00	426	—
252	154	Holden, . . . . .	11 73.5	5,432 46	341 03	5,773 49	492	200 00
149	155	Uxbridge, . . . . .	11 70.6	7,000 00	—	7,000 00	598	—
162	156	Northampton, . . . . .	11 69.5	27,025 00	691 62	27,716 62	2,370	—
166	157	Methuen, . . . . .	11 65.3	9,000 00	369 19	9,369 19	804	—
116	158	Norwell, . . . . .	11 65.1	2,750 00	267 62	3,017 62	259	—
180	159	Sudbury, . . . . .	11 63.8	2,000 00	164 73	2,164 73	186	100 00
125	160	Leicester, . . . . .	11 63.4	6,000 00	363 90	6,363 90	547	—

SCHOOL RETURNS.

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226	161	Middleton, .	. . .	11 61.2	1,400 00	132 75	1,532 75	132
119	162	Easton, .	. . .	11 60.4	8,831 68	567 67	9,399 35	810
68	163	Attleborough, .	. . .	11 59.2	13,346 14	818 91	14,165 05	1,222
147	164	Duxbury, .	. . .	11 58.5	3,000 00	278 42	3,278 42	283
183	165	Hopkinton, .	. . .	11 55.6	8,300 00	436 32	8,736 32	756
97	166	Northborough, .	. . .	11 55.1	3,500 00	—	3,500 00	303
129	167	Ashburnham, .	. . .	11 54.9	4,000 00	157 64	4,157 64	360
181	168	Truro, .	. . .	11 49.2	1,800 00	61 72	1,861 72	162
171	169	Enfield, .	. . .	11 48.6	1,700 00	—	1,700 00	148
134	170	Holliston, .	. . .	11 46.2	5,800 00	—	5,800 00	506
197	171	Bellingham, .	. . .	11 41.6	2,000 00	328 94	2,328 94	204
158	172	Dennis, .	. . .	11 40.2	5,000 00	85 37	5,085 37	446
138	173	Swansea, .	. . .	11 36.4	2,500 00	—	2,500 00	220
164	174	Shelburne, .	. . .	11 35.7	3,000 00	55 00	3,055 00	269
131	175	North Brookfield, .	. . .	11 35.5	8,500 00	402 28	8,902 28	784
157	176	Hamilton, .	. . .	11 32.1	1,200 00	—	1,200 00	106
126	177	Warren, .	. . .	11 30.7	9,600 00	—	9,600 00	849
150	178	Marion, .	. . .	11 27.7	1,815 59	—	1,815 59	161
202	179	Shirley, .	. . .	11 27.1	2,000 00	107 73	2,107 73	187
156	180	Dunstable, .	. . .	11 26.8	800 00	—	800 00	71
245	181	Spencer, .	. . .	11 26.7	21,700 00	—	21,700 00	1,926
145	182	Milford, .	. . .	11 26	17,216 00	—	17,216 00	1,529
175	183	Hanover, .	. . .	11 24.5	3,450 00	182 15	3,632 15	323
128	184	Westminster, .	. . .	11 22.1	3,096 86	—	3,096 86	276
154	185	Clinton, .	. . .	11 21.5	21,600 00	—	21,600 00	1,926
218	186	Dalton, .	. . .	11 18.6	5,000 00	—	5,000 00	447
190	187	Marblehead, .	. . .	11 14.1	15,223 07	753 45	15,976 52	1,434
148	188	Brookfield, .	. . .	11 11.5	5,402 00	—	5,402 00	486
98	189	Petersham, .	. . .	11 09.6	1,600 00	219 71	1,819 71	164
167	190	Woburn, .	. . .	11 09.5	30,922 98	—	30,922 98	2,787
191	191	Eastham, .	. . .	10 99.3	900 00	67 38	967 38	88
173	192	Wilmington, .	. . .	10 96.8	1,750 00	147 42	1,897 42	173



Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
178	193	Pittsfield, . . . . .	\$10 93.8	\$33,328 66	—	\$33,328 66	3,047	—
227	194	Ludlow, . . . . .	10 90.9	3,600 00	—	3,600 00	330	\$269 25
180	195	Mendon, . . . . .	10 88.1	1,500 00	\$121 31	1,621 31	149	—
189	196	Pepperell, . . . . .	10 88	4,700 00	—	4,700 00	432	—
124	197	West Stockbridge, . . . . .	10 85.2	3,750 00	91 65	3,841 65	354	—
177	198	Somerset, . . . . .	10 82.1	4,524 19	237 09	4,761 28	440	—
182	199	Hudson, . . . . .	10 77.6	8,600 00	182 25	8,782 25	815	—
196	200	Gardner, . . . . .	10 71.2	14,000 00	—	14,000 00	1,307	—
169	201	Plympton, . . . . .	10 71.1	800 00	121 12	921 12	86	—
282	202	Ashfield, . . . . .	10 67.3	1,500 00	58 20	1,558 20	146	—
281	203	Cheshire, . . . . .	10 64.1	2,800 00	—	2,800 00	263	—
204	204	Athol, . . . . .	10 63.5	8,000 00	401 26	8,401 26	790	—
172	205	Fall River, . . . . .	10 61.4	135,419 62	—	135,419 62	12,758	—
187	206	Monson, . . . . .	10 60.3	6,500 00	392 20	6,892 20	650	—
176	207	Montgomery, . . . . .	10 60.1	500 00	30 05	530 05	50	—
242	208	Rutland, . . . . .	10 58.8	1,800 00	—	1,800 00	170	—
267	209	Cottage City, . . . . .	10 58.1	1,546 00	41 20	1,587 20	150	—
201	210	Rochester, . . . . .	10 57.9	1,600 00	135 02	1,735 02	164	—
206	211	Templeton, . . . . .	10 55	4,700 00	216 16	4,916 16	466	—
238	212	Hubbardston, . . . . .	10 52.6	2,200 00	—	2,200 00	209	—
253	213	Dracut, . . . . .	10 51.1	3,500 00	—	3,500 00	333	—
251	214	Hardwick, . . . . .	10 46.7	4,700 00	229 81	4,929 81	471	—
259	215	Deerfield, . . . . .	10 45.7	5,700 00	156 00	5,856 00	560	—
231	216	Marlborough, . . . . .	10 40.9	24,721 84	—	24,721 84	2,375	—
103	217	Boxford, . . . . .	10 36.8	1,400 00	51 50	1,451 50	140	—
265	218	Amesbury, . . . . .	10 33.3	14,000 00	477 20	14,477 20	1,401	—

## SCHOOL RETURNS.

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225	219	West Bridgewater,	.	.	10 30.9	3,000 00	—	3,000 00	291
220	220	Ayer, . . . . .	.	.	10 29.7	4,200 00	196 65	4,396 65	427
188	221	Wareham, . . . . .	.	.	10 27.8	6,000 00	341 75	6,341 75	617
247	222	Lakeville, . . . . .	.	.	10 20.4	1,500 00	—	1,500 00	147
185	223	Grafton, . . . . .	.	.	10 19.6	9,900 00	—	9,900 00	971
207	224	Palmer, . . . . .	.	.	10 19.2	11,900 00	432 79	12,332 79	1,210
161	225	Maynard, . . . . .	.	.	10 16.6	5,174 31	—	5,174 31	509
229	226	Gill, . . . . .	.	.	10 16.1	1,400 00	22 50	1,422 50	140
219	227	Easthampton,	.	.	10 12.9	8,150 00	165 57	8,315 57	821
268	228	Westport, . . . . .	.	.	10 10.5	4,500 00	330 25	4,830 25	478
208	229	Wenham, . . . . .	.	.	10 08.4	1,400 00	163 00	1,563 00	155
236	230	Burlington, . . . . .	.	.	10 06.9	1,000 00	127 68	1,127 68	112
212	231	Lenox, . . . . .	.	.	10 02	4,900 00	—	4,900 00	489
290	232	Pembroke, . . . . .	.	.	10 00.5	1,950 00	191 15	2,141 15	214
237	233	Chatham, . . . . .	.	.	9 96.2	3,300 00	67 00	3,367 00	338
234	234	Millbury, . . . . .	.	.	9 82.9	9,200 00	—	9,200 00	936
193	235	Lawrence, . . . . .	.	.	9 82.7	76,237 51	—	76,237 51	7,758
285	236	Warwick, . . . . .	.	.	9 80.4	1,000 00	—	1,000 00	102
263	237	Hawley, . . . . .	.	.	9 78.3	900 00	—	900 00	92
203	238	Williamstown,	.	.	9 75.3	5,725 00	—	5,725 00	587
328	239	Cummington,	.	.	9 74.7	1,147 15	61 47	1,208 62	124
283	240	Rowley, . . . . .	.	.	9 71.5	1,797 40	106 80	1,904 20	196
199	241	Dartmouth, . . . . .	.	.	9 69.2	5,000 00	359 82	5,359 82	553
230	242	Seituate, . . . . .	.	.	9 66.4	4,500 00	283 72	4,783 72	495
260	243	Southwick, . . . . .	.	.	9 66	1,500 00	93 83	1,593 83	165
216	244	Whitman, . . . . .	.	.	9 65.8	6,500 00	—	6,500 00	673
309	245	Berlin, . . . . .	.	.	9 62.7	1,100 00	103 39	1,203 39	125
276	246	Belchertown,	.	.	9 57.4	4,000 00	317 98	4,317 98	451
255	247	Ware, . . . . .	.	.	9 57	13,235 00	—	13,235 00	1,383
273	248	Southampton,	.	.	9 56.4	1,450 00	128 00	1,578 00	165
297	249	Lynnfield, . . . . .	.	.	9 55.9	900 00	84 60	984 60	103
241	250	Groveland, . . . . .	.	.	9 55.7	3,880 00	—	3,880 00	406

## BOARD OF EDUCATION.

*Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.*

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
For 1886-87.	For 1887-88.							
222	251	Douglas,	\$9 54.7	\$4,000 00	—	\$4,000 00	419	—
304	252	Buckland,	9 53.4	2 200 00	\$183 58	2,383 58	250	—
256	253	Topsfield,	9 53.2	1,500 00	139 50	1,639 50	172	—
243	254	Phillipston,	9 51	750 00	58 35	808 35	85	—
246	255	Sandisfield,	9 50.8	1,722 60	64 87	1,787 47	188	—
179	256	Westford,	9 50.1	4,000 00	—	4,000 00	421	—
257	257	Stoughton,	9 43	9,118 67	—	9,118 67	967	—
300	258	Agawam,	9 42.7	4,000 00	147 68	4,147 68	440	—
315	259	Norfolk,	9 42	1,500 00	120 30	1,620 30	172	—
269	260	Hadley,	9 40.4	3,000 00	—	3,000 00	319	—
239	261	Freetown,	9 33.8	2,000 00	175 73	2,175 73	233	—
270	262	Sturbridge,	9 27.5	3,200 00	—	3,200 00	345	—
272	263	Conway,	9 26.6	2,500 00	85 10	2,585 10	279	—
266	264	Northfield,	9 24.2	2,200 00	92 00	2,292 00	248	—
335	265	Iolland,	9 16	2,200 00	29 00	229 00	25	—
221	266	Provincetown,	9 14.6	7,500 00	—	7,500 00	820	—
228	267	Holyoke,	9 14.4	56,586 52	995 38	57,581 90	6,297	—
286	268	West Boylston,	9 13	5,076 33	—	5,076 33	556	—
275	269	Tolland,	9 08.3	600 00	53 99	653 99	72	10 00
235	270	Middlefield,	9 03.8	800 00	85 72	885 72	98	—
210	271	Boylston,	9 03.6	1,500 00	—	1,500 00	166	—
312	272	Becket,	9 03.1	1,200 00	73 44	1,273 44	141	—
174	273	Salisbury,	8 98.6	1,800 00	123 00	1,923 00	214	—
314	274	Leyden,	8 94.7	850 00	—	850 00	95	—
292	275	Franklin,	8 88.5	7,800 00	463 04	8,263 04	930	—
249	276	New Salem,	8 83.6	1,100 00	31 06	1,131 06	128	—

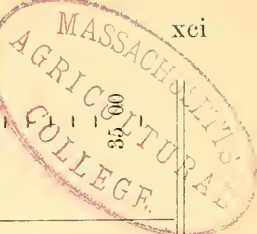
\$32 00

# SCHOOL RETURNS.

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250	277	Chicopee, .	8 82.1	21,637 42	-	21,637 42	2,453
224	278	Winchendon, .	8 81.9	6,005 85	-	6,005 85	681
271	279	Norton, .	8 78.5	2,500 00	311 29	2,811 29	320
333	280	Blandford, .	8 77.4	1,758 16	110 70	1,868 86	213
299	281	Hinsdale, .	8 73	3,300 00	-	3,300 00	378
288	282	Brimfield, .	8 72.5	1,300 00	-	1,300 00	149
213	283	Billerica, .	8 70.6	3,700 00	-	3,700 00	425
284	284	Washington, .	8 67.8	700 00	54 95	754 95	87
262	285	Nantucket, .	8 63.8	4,854 29	-	4,854 29	562
223	286	Sheffield, .	8 57	3,250 00	237 97	3,487 97	407
192	287	Edgartown, .	8 48.5	1,400 00	-	1,400 00	165
274	288	Hanson, .	8 45.6	1,725 00	-	1,725 00	204
240	289	Berkley, .	8 37.9	1,400 00	-	1,400 00	165
277	290	Adams, .	8 35.4	16,382 05	150 06	1,550 06	185
330	291	Dudley, .	8 35.2	4,300 00	201 65	4,501 65	539
301	292	Montague, .	8 34.7	11,359 87	-	11,359 87	1,361
214	293	Greenwich, .	8 33.4	400 00	41 72	441 72	53
244	294	Royalston, .	8 32.3	1,600 00	97 96	1,697 96	204
342	295	Goshen, .	8 16.3	400 00	-	400 00	49
305	296	Carver, .	8 11.2	1,200 00	114 08	1,314 08	162
232	297	Rockport, .	8 10.9	6,559 93	-	6,559 93	809
205	298	North Adams, .	8 07.9	22,449 98	349 00	22,798 98	2,822
319	299	Lanesborough, .	8 07.2	1,800 00	-	1,800 00	223
296	300	Pelham, .	8 04.4	700 00	80 26	780 26	97
293	301	Hampden, .	7 99.5	1,325 00	90 17	1,415 17	177
258	302	Monterey, .	7 98.7	650 00	734 76	734 76	92
191	303	Wendell, .	7 96.6	700 00	84 76	724 95	91
211	304	Paxton, .	7 93.2	698 00	24 95	698 00	88
357	305	Chester, .	7 84.1	1,600 00	219 22	1,819 22	232
280	306	Worthington, .	7 81.3	1,000 00	-	1,000 00	128
320	307	Chesterfield, .	7 74.8	900 00	60 78	960 78	124
306	308	Williamsburg, .	7 70	3,000 00	233 99	3,233 99	420

112 00



Showing the Comparative Amount of Money appropriated by the different Towns in the State — Concluded.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
294	309	Otis, . . . . .	\$7 69.2	\$900 00	-	\$900 00	117	-
287	310	Newburyport, . . . . .	7 58.7	19,072 53	-	19,072 53	2,514	-
303	311	Chilmark, . . . . .	7 50	450 00	-	450 00	60	-
278	312	Seekonk, . . . . .	7 49.4	1,700 00	\$225 93	1,925 93	257	-
311	313	Erving, . . . . .	7 48.1	1,200 00	101 72	1,301 72	174	-
310	314	Tyringham, . . . . .	7 44.7	700 00	-	700 00	94	-
308	315	Huntington, . . . . .	7 40.4	1,600 00	169 65	1,769 65	239	-
344	316	Richmond, . . . . .	7 39.7	1,500 00	31 10	1,531 10	207	-
254	317	Oakham, . . . . .	7 39	850 00	140 24	990 24	134	-
323	318	New Marlborough, . . . . .	7 37	2,000 00	71 03	2,071 03	281	-
318	319	Heath, . . . . .	7 32.7	800 00	28 00	828 00	113	-
336	320	Prescott, . . . . .	7 31.3	500 00	41 14	541 14	74	-
233	321	Sutton, . . . . .	7 30.1	4,000 00	234 44	4,234 44	580	-
322	322	Blackstone, . . . . .	7 25	7,500 00	388 20	7,888 20	1,088	-
337	323	Newbury, . . . . .	7 18.4	2,100 00	141 45	2,241 45	312	-
302	324	Russell, . . . . .	7 10.3	1,000 00	93 83	1,093 83	154	-
324	325	Hatfield, . . . . .	7 05.9	1,700 00	85 84	1,785 84	253	-
326	326	Rowe, . . . . .	7 02.1	700 00	30 18	730 18	104	-
321	327	Leverett, . . . . .	7 00	800 00	54 00	854 00	122	\$16 25
295	328	Southbridge, . . . . .	6 86.5	10,400 00	-	10,400 00	1,515	-
279	329	Dana, . . . . .	6 78.6	700 00	80 36	780 36	115	-
298	330	Egremont, . . . . .	6 77.1	950 00	45 30	995 30	147	-
347	331	Mashpee, . . . . .	6 75.8	300 00	51 43	351 43	52	-
326	332	Halifax, . . . . .	6 73.1	700 00	-	700 00	104	-
338	333	Plainfield, . . . . .	6 73	400 00	44 19	444 19	66	-
325	334	Charlemont, . . . . .	6 68.2	1,200 00	29 45	1,229 45	184	-



334	335	Whately,	.	.	.	6 48.6	1,200 00	-	1,200 00	185	-
313	336	Colrain,	.	.	.	6 38.3	2,400 00	-	2,400 00	376	-
289	337	Hancock,	.	.	.	6 25	800 00	-	800 00	128	-
331	338	Windsor,	.	.	.	5 84.3	800 00	53 03	853 03	146	-
345	339	Webster,	.	.	.	5 71.7	6,892 20	386 00	7,278 20	1,273	-
327	340	Shutesbury,	.	.	.	5 66	600 00	-	600 00	106	-
343	341	Savoy, .	.	.	.	5 64.6	600 00	60 58	660 58	117	-
332	342	Monroe,	.	.	.	5 35	200 00	14 00	214 00	40	-
341	343	Wales,	.	.	.	5 33.3	800 00	-	800 00	150	-
340	344	Auburn,	.	.	.	5 30.3	1,400 00	-	1,400 00	264	-
339	345	Clarksburg,	.	.	.	4 83.7	700 00	20 67	720 67	149	-
329	346	Alford,	.	.	.	4 68.8	267 24	-	267 24	57	-
316	347	Florida,	.	.	.	4 34.8	600 00	-	600 00	138	-
346	348	Mount Washington,	.	.	.	4 30.7	100 00	11 99	111 99	26	-
349	349	Gay Head,	.	.	.	3 00	90 00	-	90 00	30	-
348	350	New Ashford,	.	.	.	3 00	84 00	-	84 00	28	-

## GRADUATED TABLES — (COUNTY TABLES) — FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State for the Education of each Child in the Town, between the Ages of 5 and 15 Years.

## BARNSTABLE COUNTY.

For 1886-87.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1887-88.							
1	BOUTRNE, .	\$17 73.6	\$4,700 00	—	\$4,700 00	265	—
4	Sandwich, .	17 25.6	5,800 00	\$360 50	6,160 50	357	—
3	Wellfleet, .	16 87.8	4,000 00	—	4,000 00	237	—
5	Falmouth, .	15 88.6	5,000 00	370 27	6,370 27	401	—
2	Barnstable, .	14 88.7	10,000 00	361 00	10,361 00	696	\$100 00
6	Orleans, .	14 85.9	2,200 00	58 63	2,258 63	152	—
7	Brewster, .	12 12.1	2,000 00	—	2,000 00	165	—
11	Yarmouth, .	11 96.2	3,500 00	184 41	3,684 41	308	—
8	Harwich, .	11 73.7	5,000 00	—	5,000 00	426	—
10	Truro, .	11 49.2	1,800 00	61 72	1,861 72	162	—
11	Dennis, .	11 40.2	5,000 00	85 37	5,085 37	446	—
14	Eastham, .	10 99.3	900 00	67 38	967 38	88	—
13	Chatham, .	9 96.2	3,300 00	67 00	3,367 00	338	—
12	Provincetown, .	9 14.6	7,500 00	—	7,500 00	820	—
15	Mashpee, .	6 75.8	300 00	51 43	351 43	52	—

## BERKSHIRE COUNTY.

2	STOCKBRIDGE, .	\$15 15.2	\$5,000 00	—	\$5,000 00	330	—
4	Lee, .	13 19.8	7,800 00	—	7,800 00	591	—

## SCHOOL RETURNS.

XCV

13	Peru, . . . . .	12 48.4	450 00	\$24 40	474 40	38
3	Great Barrington, . . . . .	12 24.5	10,400 00	216 47	10,616 47	867
9	Dalton, . . . . .	11 18.6	5,000 00	-	5,000 00	447
5	Pittsfield, . . . . .	10 93.8	33,328 66	-	33,328 66	3,047
1	West Stockbridge, . . . . .	10 85.2	3,750 00	91 65	3,841 65	354
15	Cheshire, . . . . .	10 64.1	2,800 00	-	2,800 00	263
8	Lenox, . . . . .	10 02	4,900 00	-	4,900 00	489
6	Williamstown, . . . . .	9 75.3	5,725 00	-	5,725 00	587
11	Sandisfield, . . . . .	9 50.8	1,722 60	64 87	1,787 47	188
22	Becket, . . . . .	9 03.1	1,200 00	73 44	1,273 44	141
20	Hinsdale, . . . . .	8 73	3,300 00	-	3,300 00	378
16	Washington, . . . . .	8 67.8	700 00	54 95	754 95	87
10	Sheffield, . . . . .	8 57	3,250 00	237 97	3,487 97	407
14	Adams, . . . . .	8 35.4	16,382 05	-	16,382 05	1,961
7	North Adams, . . . . .	8 07.9	22,449 98	349 09	22,798 98	2,822
24	Lanesborough, . . . . .	8 07.2	1,800 00	-	1,800 00	223
12	Monterey, . . . . .	7 98.7	650 00	84 76	734 76	92
18	Otis, . . . . .	7 69.2	900 00	-	900 00	117
21	Tyringham, . . . . .	7 44.7	700 00	-	700 00	94
30	Richmond, . . . . .	7 39.7	1,500 00	31 10	1,531 10	207
25	New Marlborough, . . . . .	7 37	2,000 00	71 03	2,071 03	281
19	Egremont, . . . . .	6 77.1	950 00	45 30	995 30	147
17	Hancock, . . . . .	6 25	800 00	-	800 00	128
27	Windsor, . . . . .	5 84.3	800 00	53 03	853 03	146
29	Savoy, . . . . .	5 64.6	600 00	60 58	660 58	117
28	Clarksburg, . . . . .	4 83.7	700 00	20 67	720 67	149
26	Alford, . . . . .	4 68.8	267 24	-	267 24	57
23	Florida, . . . . .	4 34.8	600 00	-	600 00	138
31	Mount Washington, . . . . .	4 30.7	100 00	11 99	111 99	26
32	New Ashford, . . . . .	3 00	84 00	-	84 00	28

## BRISTOL COUNTY.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NEW BEDFORD,	\$17 22	\$87,562 85	\$795 00	\$88,357 85	5,131	-
4	2	Raynham,	15 37.4	3,000 00	290 09	3,290 09	214	-
2	3	Fairhaven,	14 22.9	5,505 00	399 99	5,904 99	415	\$64 00
-	4	North Attleborough,	13 07.5	14,500 00	837 00	15,337 00	1,173	-
9	5	Dighton,	12 89.9	3,000 00	237 65	3,237 65	251	-
5	6	Taunton,	12 74.8	51,756 62	-	51,756 62	4,060	-
14	7	Acushnet,	12 18.8	1,700 00	372 01	2,072 01	170	-
6	8	Rehoboth,	12 07.6	3,200 00	-	3,200 00	265	-
10	9	Mansfield,	11 98.5	5,100 00	449 08	5,549 08	463	-
7	10	Easton,	11 60.4	8,831 68	567 67	9,399 35	810	-
3	11	Attleborough,	11 59.2	13,346 14	818 91	14,165 05	1,222	-
8	12	Swansca,	11 36.4	2,500 00	-	2,500 00	220	-
12	13	Somerset,	10 82.1	4,524 19	237 09	4,761 28	440	-
11	14	Fall River,	10 61.4	135,419 62	-	135,419 62	12,758	-
17	15	Westport,	10 10.5	4,500 00	330 25	4,830 25	478	-
13	16	Dartmouth,	9 69.2	5,000 00	359 82	5,359 82	553	-
15	17	Freetown,	9 33.8	2,000 00	175 73	2,175 73	233	-
18	18	Norton,	8 78.5	2,500 00	311 29	2,811 29	320	-
16	19	Berkley,	8 37.9	1,400 00	150 06	1,550 06	185	-
19	20	Seekonk,	7 49.4	1,700 00	225 93	1,925 93	237	-

## DUKES COUNTY.

2	1	THURLEY,	\$18 10.2	\$2,600 00	\$61 00	\$2,661 00	147	-
1	2	Gosnold,	16 66.7	250 00	-	250 00	15	-

4	3	Cottage City,	10	58.1	1,546	00	41	20	1,587	20	150
3	4	Edgartown, .	8	48.5	1,400	00	-	-	1,400	00	165
5	5	Chilmark, .	7	50	450	00	-	-	450	00	60
6	6	Gay Head, .	3	00	90	00	-	-	90	00	30

## ESSEX COUNTY.

1	1	MILANT, .	\$27	67.3	\$3,735	89	-	-	\$3,735	89	135
2	2	Swampscott,	18	43.3	6,580	75	-	-	6,580	75	357
3	3	Haverhill, .	15	80.4	58,769	29	\$480	60	59,249	89	3,749
26	4	Essex, .	15	02.6	3,257	66	108	15	3,365	81	224
5	5	Salem, .	14	86.6	74,500	01	3,132	36	77,632	37	5,222
4	6	North Andover,	14	24.5	10,000	00	-	-	10,000	00	702
8	7	Peabody, .	13	47	26,029	65	870	30	26,899	95	1,997
7	8	Gloucester, .	13	32.7	50,601	01	-	-	50,601	01	3,797
11	9	Manchester, .	13	29.1	3,150	00	-	-	3,150	00	237
12	10	Merrimac, .	13	16.5	6,000	00	187	55	6,187	55	470
15	11	Saugus, .	13	04	6,846	00	-	-	6,846	00	525
6	12	Lynn, .	12	87.8	101,579	85	-	-	101,579	85	7,888
14	13	Bradford, .	12	74.4	6,800	00	272	65	3,072	65	555
13	14	Danvers, .	12	40	13,124	00	503	30	13,627	30	1,099
16	15	West Newbury,	12	27.7	3,480	83	153	22	3,634	05	296
18	16	Beverly, .	12	15.3	19,524	99	940	80	20,465	79	1,684
17	17	Andover, .	12	08.7	11,000	00	96	00	11,096	00	918
10	18	Ipswich, .	11	90.7	6,700	00	563	05	7,263	05	610
20	19	Georgetown,	11	75.5	5,250	00	157	15	5,407	15	460
21	20	Methuen, .	11	65.3	9,000	00	369	19	9,369	19	804
27	21	Middleton, .	11	61.2	1,400	00	132	75	1,532	75	132
19	22	Hamilton, .	11	32.1	1,200	00	-	-	1,200	00	106
23	23	Marblehead,	11	14.1	15,223	07	753	45	15,976	52	1,434
9	24	Boxford, .	10	36.8	1,400	00	51	50	1,451	50	140



## ESSEX COUNTY — CONCLUDED.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
31	25	Amesbury, . . . . .	\$10 33.3	\$14,000 00	\$477 20	\$14,477 20	1,401	—
26	26	Wenham, . . . . .	10 08.4	1,400 00	163 00	1,563 00	155	—
24	27	Lawrence, . . . . .	9 82.7	76,237 51	—	76,237 51	7,758	—
32	28	Rowley, . . . . .	9 71.5	1,797 40	106 80	1,904 20	196	—
34	29	Lynnfield, . . . . .	9 55.9	900 00	84 60	984 60	103	—
29	30	Groveland, . . . . .	9 55.7	3,880 00	—	3,880 00	406	—
30	31	Topsfield, . . . . .	9 53.2	1,500 00	139 50	1,639 50	172	—
22	32	Salisbury, . . . . .	8 98.6	1,800 00	123 00	1,923 00	214	—
28	33	Rockport, . . . . .	8 10.9	6,559 93	—	6,559 93	809	—
33	34	Newburyport, . . . . .	7 58.7	19,072 53	—	19,072 53	2,514	—
35	35	Newbury, . . . . .	7 18.4	2,100 00	141 45	2,241 45	312	—

## FRANKLIN COUNTY.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BERNARDSTON, . . . . .	\$13 41.6	\$2,050 00	\$56 25	\$2,106 25	157	\$300 00
14	2	Sunderland, . . . . .	12 93.1	1,500 00	—	1,500 00	116	—
5	3	Orange, . . . . .	12 01.1	7,375 00	—	7,375 00	614	—
2	4	Greenfield, . . . . .	11 79.9	11,055 75	—	1,055 75	937	—
3	5	Shelburne, . . . . .	11 35.7	3,000 00	55 00	3,055 00	269	23 00
12	6	Ashfield, . . . . .	10 67.3	1,500 00	58 20	1,558 20	146	—
8	7	Deerfield, . . . . .	10 45.7	5,700 00	156 00	5,856 00	560	—
6	8	Gill, . . . . .	10 16.1	1,400 00	22 50	1,422 50	140	—
13	9	Warwick, . . . . .	9 80.4	1,000 00	—	1,000 00	102	10 00
9	10	Hawley, . . . . .	9 78.3	900 00	—	900 00	92	—

## HAMPDEN COUNTY.

16	11	Buckland, . . . . .	9 53.4	2,200 00	183 58	2,383 58	250	-
11	12	Conway, . . . . .	9 26.6	2,500 00	85 10	2,585 10	279	-
10	13	Northfield, . . . . .	9 24.2	2,200 00	92 00	2,292 00	248	32 00
19	14	Leyden, . . . . .	8 94.7	850 00	-	850 00	95	-
7	15	New Salem, . . . . .	8 83.6	1,100 00	31 06	1,131 06	128	-
15	16	Montague, . . . . .	8 34.7	11,359 87	-	11,359 87	1,361	-
4	17	Wendell, . . . . .	7 96.6	700 00	24 95	724 95	91	-
17	18	Erving, . . . . .	7 48.1	1,200 00	101 72	1,301 72	174	-
21	19	Heath, . . . . .	7 32.7	800 00	28 00	828 00	113	-
20	20	Rowe, . . . . .	7 92.1	700 00	30 18	730 18	104	-
22	21	Leverett, . . . . .	7 00	800 00	54 00	854 00	122	16 25
23	22	Charllemont, . . . . .	6 68.2	1,200 00	29 45	1,229 45	184	-
26	23	Whately, . . . . .	6 48.6	1,200 00	-	1,200 00	185	-
18	24	Colrain, . . . . .	6 38.3	2,400 00	-	2,400 00	376	-
24	25	Shutesbury, . . . . .	5 66	600 00	-	600 00	106	-
25	26	Monroe, . . . . .	5 35	200 00	14 00	214 00	40	-

1	1	SPRINGFIELD, . . . . .	\$15 48.6	\$100,910 00	-	\$100,910 00	6,516	-
6	2	West Springfield, . . . . .	14 13.2	11,800 00	\$410 12	12,210 12	864	-
3	3	Longmeadow, . . . . .	13 98.3	3,800 00	199 26	3,999 26	286	-
7	4	Wilbraham, . . . . .	12 69.6	2,500 00	115 40	2,615 40	206	-
4	5	Granville, . . . . .	11 91.8	2,388 26	-	2,388 26	192	-
2	6	Westfield, . . . . .	11 91.3	21,300 00	-	21,300 00	1,788	-
10	7	Ludlow, . . . . .	10 90.9	3,600 00	-	3,600 00	330	\$269 25
8	8	Monson, . . . . .	10 60.3	6,500 00	392 20	6,892 20	650	-
5	9	Montgomery, . . . . .	10 60.1	500 00	30 05	530 05	50	-
9	10	Pahner, . . . . .	10 19.2	11,900 00	432 79	12,332 79	1,210	-
13	11	Southwick, . . . . .	9 66	1,500 00	93 83	1,593 83	165	-
17	12	Agawan, . . . . .	9 42.7	4,000 00	147 68	4,147 68	440	-

## HAMPDEN COUNTY — CONCLUDED.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
21	13	Holland,	\$9 16	\$200 00	\$29 00	\$229 00	25	—
11	14	Holyoke,	9 14.4	56,586 52	995 38	57,581 90	6,297	—
14	15	Tolland,	9 08.3	600 00	53 99	653 99	72	\$10 00
12	16	Chicopee,	8 82.1	21,637 42	—	21,637 42	2,453	—
20	17	Blandford,	8 77.4	1,758 16	110 70	1,868 86	213	—
15	18	Brimfield,	8 72.5	1,300 00	—	1,300 00	149	—
16	19	Hampden,	7 99.5	1,325 00	90 17	1,415 17	177	112 00
19	20	Chester,	7 84.1	1,600 00	219 22	1,819 22	232	—
18	21	Russell,	7 10.3	1,000 00	93 83	1,093 83	154	—
22	22	Wales,,	5 33.3	800 00	—	800 00	150	—

## HAMPSHIRE COUNTY.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GRAMET,	\$17 12	\$1,935 00	\$119 36	\$2,054 36	120	—
5	2	South Hadley,	14 03.2	8,500 00	298 16	8,798 16	627	—
2	3	Amherst,	14 00.6	8,214 21	399 24	8,613 45	615	—
10	4	Westhampton,	11 91.9	800 00	46 23	846 23	71	—
3	5	Northampton,	11 69.5	27,025 00	691 92	27,716 92	2,370	—
4	6	Enfield,	11 48.6	1,700 00	—	1,700 00	148	—
7	7	Easthampton,	10 12.9	8,150 00	165 57	8,315 57	821	—
20	8	Cummington,	9 74.7	1,147 15	61 47	1,208 62	124	—
13	9	Belchertown,	9 57.4	4,000 00	317 98	4,317 98	451	—
9	10	Ware, .	9 57	13,235 00	—	13,235 00	1,383	—

## SCHOOL RETURNS.

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## MIDDLESEX COUNTY.

12	11	Southampton,	9 56.4	1,450 00	128 00	1,578 00	165
11	12	Hadley,	9 40.4	3,000 00	—	3,000 00	319
8	13	Middlefield,	9 03.8	800 00	85 72	875 72	98
6	14	Greenwich,	8 33.4	400 00	41 72	441 72	53
23	15	Goshen,	8 16.3	400 00	—	400 00	49
15	16	Pelham,	8 04.4	700 00	80 26	780 26	97
14	17	Worthington,	7 81.3	1,000 00	—	1,000 00	128
18	18	Chesterfield,	7 74.8	900 00	60 78	960 78	124
16	19	Williamsburg,	7 70	3,000 00	233 99	3,233 99	420
17	20	Huntington,	7 40.4	1,600 00	169 65	1,769 65	239
21	21	Prescott,	7 31.3	500 00	41 14	541 14	74
19	22	Hatfield,	7 05.9	1,700 00	85 84	1,785 84	253
22	23	Plainfield,	6 73	400 00	44 19	444 19	66
							\$35 00
1	1	NEWTON,	\$26 21.5	\$99,715 65	\$2,337 66	\$102,053 31	3,893
5	2	Weston,	21 84.9	5,200 00	—	5,200 00	238
2	3	Belmont,	21 50.1	7,095 22	—	7,095 22	330
31	4	Boxborough,	20 77.1	800 00	72 39	872 39	42
8	5	Concord,	20 75.7	12,142 58	—	12,142 58	585
10	6	Waltham,	20 56.1	53,809 27	—	53,809 27	2,617
12	7	Medford,	19 89.5	30,181 45	—	30,181 45	1,517
11	8	Groton,	19 62.2	5,200 00	—	5,200 00	265
9	9	Arlington,	19 49.3	19,024 76	—	19,024 76	976
6	10	Bedford,	19 42.1	2,350 00	—	2,350 00	121
3	11	Lexington,	19 00.8	9,200 00	—	9,200 00	484
7	12	Watertown,	18 73.5	21,620 00	—	21,620 00	1,154
4	13	Winchester,	17 83.1	14,715 05	—	14,715 05	825
15	14	Cambridge,	16 68.9	187,178 93	—	187,178 93	11,216
13	15	Somerville,	16 53	94,587 00	—	94,587 00	5,722
							\$182 50
							—

## MIDDLESEX COUNTY — CONCLUDED.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
14	16	Acton.	\$16 27.9	\$4,100 00	\$279 00	\$4,379 00	269	\$20 00
20	17	Tyngsborough,	16 23.1	1,150 00	99 75	1,249 75	77	21 00
17	18	Stonham,	15 63.6	13,900 00	—	13,900 00	889	—
16	19	Malden,	15 50.1	47,261 59	—	47,261 59	3,049	—
30	20	Ashby,	15 47.2	1,800 00	134 00	1,934 00	125	—
28	21	Melrose,	15 19.8	19,088 47	—	19,088 47	1,256	—
21	22	Reading,	15 17.7	9,000 00	—	9,000 00	593	—
23	23	Frammingham,	15 04.8	22,500 00	945 00	23,445 00	1,558	—
50	24	Carlisle,	14 99.5	1,000 00	94 62	1,094 62	73	—
37	25	Stow,	14 23.6	2,400 00	162 45	2,562 45	180	—
26	26	Everett,	14 07.1	17,125 00	—	17,125 00	1,217	—
22	27	Lowell,	14 06.3	163,623 11	—	163,623 11	11,635	—
24	28	Littleton,	13 96.5	2,300 00	157 87	2,457 87	176	—
18	29	Natick,	13 51.9	21,265 48	—	21,265 48	1,573	—
29	30	Townsend,	13 41	3,500 00	—	3,500 00	261	—
36	31	Sherborn,	13 39.2	2,625 00	106 92	2,731 92	204	—
27	32	North Reading,	13 22	1,800 00	90 50	1,890 50	143	—
48	33	Tewksbury,	13 19.2	3,100 00	—	3,100 00	235	—
25	34	Wakefield,	12 99.7	17,000 00	—	17,000 00	1,308	—
35	35	Chelmsford,	12 94.6	5,450 00	—	5,450 00	421	—
19	36	Lincoln,	12 72.7	2,100 00	—	2,100 00	165	—
34	37	Wayland,	12 14.8	4,500 00	176 98	4,676 98	385	—
39	38	Ashland,	11 96.2	5,000 00	—	5,000 00	418	—
32	39	Sudbury,	11 63.8	2,000 00	—	2,164 73	186	100 00
45	40	Hopkinton,	11 55.6	8,300 00	436 32	8,736 32	756	—
33	41	Holliston,	11 46.2	5,800 00	—	5,800 00	506	—



## NANTUCKET COUNTY.

47	42	Shirley, .	11	27.1	2,000 00	107 73	2,107 73	187	-
38	43	Dunstable, .	11	26.8	800 00	-	800 00	71	-
41	44	Woburn, .	11	09.5	30,922 98	-	30,922 98	2,787	-
42	45	Wilmington, .	10	96.8	1,750 00	147 42	1,897 42	173	-
46	46	Pepperell, .	10	88	4,700 00	-	4,700 00	432	-
44	47	Hudson, .	10	77.6	8,600 00	182 25	8,782 25	815	-
54	48	Dracut, .	10	51.1	3,500 00	-	3,500 00	333	-
52	49	Marlborough, .	10	40.9	24,721 84	-	24,721 84	2,375	-
51	50	Ayer, .	10	29.7	4,200 00	196 65	4,396 65	427	-
40	51	Maynard, .	10	16.6	5,174 31	-	5,174 31	509	-
53	52	Burlington, .	10	06.9	1,000 00	127 68	1,127 68	112	-
43	53	Westford, .	9	50.1	4,000 00	-	4,000 00	421	-
49	54	Billerica, .	8	70.6	3,700 00	-	3,700 00	425	-

## NORFOLK COUNTY.

		NANTUCKET, .	88	63.8	\$4,854 29	-	\$4,854 29	562	-
1	1	WELLESLEY, .	31	64.8	\$13,000 00	\$323 96	\$13,323 96	421	-
2	2	Brookline, .	26	90.2	47,805 50	-	47,805 50	1,777	-
3	3	Milton, .	26	19.2	15,584 25	-	15,584 25	595	-
9	4	Cohasset, .	18	48.1	6,685 58	226 19	6,911 77	374	-
10	5	Needham, .	17	82.9	8,200 00	411 20	8,611 20	483	-
4	6	Dedham, .	17	67.6	21,353 00	-	21,353 00	1,208	-
7	7	Norwood, .	17	00.2	9,300 00	-	9,300 00	547	-
5	8	Walpole, .	16	95.4	7,300 00	278 59	7,578 59	447	-

## NORFOLK COUNTY — CONCLUDED.

	For 1886-87.		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
12	For 1886-87.	9	Randolph, . . . . .	\$16 31	\$10,044 79	\$589 34	\$10,634 13	652	-
14		10	Weymouth, . . . . .	15 90.2	28,261 11	727 82	28,988 93	1,823	-
18		11	Millis, . . . . .	15 78.6	1,657 58	-	1,657 58	105	-
11		12	Hyde Park, . . . . .	15 40.7	25,900 00	-	25,900 00	1,681	-
6		13	Dover, . . . . .	15 09.4	1,600 00	-	1,600 00	106	-
8		14	Holbrook, . . . . .	14 63.1	6,350 00	-	6,350 00	434	-
22		15	Sharon, . . . . .	13 67.1	2,800 00	153 00	2,953 00	216	-
20		16	Medfield, . . . . .	13 48.3	2,400 00	-	2,400 00	178	-
16		17	Wrentham, . . . . .	13 40.6	6,000 00	341 05	6,341 05	473	-
13		18	Canton, . . . . .	13 39.6	9,710 00	738 71	10,448 71	780	\$1,025 00
15		19	Foxborough, . . . . .	12 83.5	5,300 00	347 57	5,647 57	440	-
17		20	Medway, . . . . .	12 36.6	5,500 00	312 10	5,812 10	470	-
19		21	Braintree, . . . . .	12 12.1	8,400 00	-	8,400 00	693	-
21		22	Quincy, . . . . .	12 05.6	38,013 44	-	38,013 44	3,153	-
23		23	Bellingham, . . . . .	11 41.6	2,000 00	328 94	2,328 94	204	-
24		24	Stoughton, . . . . .	9 43	9,118 67	-	9,118 67	967	-
26		25	Norfolk, . . . . .	9 42	1,500 00	120 30	1,620 30	172	-
25		26	Franklin, . . . . .	8 88.5	7,800 00	463 04	8,263 04	930	-

## PLYMOUTH COUNTY.

2	1	HYDEPARK, . . . . .	\$19 23.1	\$12,346 05	-	\$12,346 05	642	-
3	2	Bridgewater, . . . . .	18 35.3	8,600 00	\$503 32	9,103 32	496	-
1	3	Hull, . . . . .	17 07.3	1,400 00	-	1,400 00	82	-

## SCHOOL RETURNS.

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4	Abington, . . . . .	15	61.8	9,667	58	-	9,667	58	619
5	Plymouth, . . . . .	15	14.2	19,033	89	-	19,033	89	1,257
6	Middleborough, . . . . .	13	80.2	11,000	00	-	11,000	00	797
7	Brockton, . . . . .	13	14.7	45,777	98	815 05	46,593	03	3,544
8	East Bridgewater, . . . . .	13	05	5,700	00	355 31	6,055	31	464
12	Rockland, . . . . .	12	87.1	10,400	00	-	10,400	00	808
11	Mattapoisett, . . . . .	12	72.7	2,100	00	-	2,100	00	165
13	Marshfield, . . . . .	12	30.7	2,500	00	232 18	2,732	18	222
6	Kingston, . . . . .	11	80	2,950	00	-	2,950	00	250
10	Norwell, . . . . .	11	65.1	2,750	00	267 62	3,017	62	259
14	Duxbury, . . . . .	11	58.5	3,000	00	278 42	3,278	42	283
15	Marion, . . . . .	11	27.7	1,815	59	-	1,815	59	161
16	Hanover, . . . . .	11	24.5	3,450	00	182 15	3,632	15	323
17	Plympton, . . . . .	10	71.1	800	00	121 12	921	12	86
18	Rochester, . . . . .	10	57.9	1,600	00	135 02	1,735	02	164
21	West Bridgewater, . . . . .	10	30.9	3,000	00	-	3,000	00	291
18	Wareham, . . . . .	10	27.8	6,000	00	341 75	6,341	75	617
23	Lakeville, . . . . .	10	20.4	1,500	00	-	1,500	00	147
25	Pembroke, . . . . .	10	00.5	1,950	00	191 15	2,141	15	214
22	Scituate, . . . . .	9	66.4	4,500	00	283 72	4,783	72	495
20	Whitman, . . . . .	9	65.8	6,500	00	-	6,500	00	673
24	Hanson, . . . . .	8	45.6	1,725	00	-	1,725	00	204
26	Carver, . . . . .	8	11.2	1,200	00	114 08	1,314	08	162
27	Halifax, . . . . .	6	73.1	700	00	-	700	00	104

## SUFFOLK COUNTY.

1	BOSTON, . . . . .	\$20	77.3	\$1,408,664	70	\$48,087	06	\$1,456,751	76	70,127
3	Winthrop, . . . . .	13	20.4	3,000	00	274 55	3,274	55	248	-
4	Chelsea, . . . . .	12	89.2	63,055	25	-	63,055	25	4,891	-
2	Revere, . . . . .	12	56.6	9,741	39	387 20	10,128	59	806	-

WORCESTER COUNTY.

For 1886-87.	For 1887-88.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	1	NEW BRAINTREE,	\$21 20.8	\$1,556 00	\$77 00	\$1,633 00	77	-
1	2	Hopedale, . . . . .	19 29.5	3,511 77	-	3,511 77	182	-
8	3	Sterling, . . . . .	17 05.1	3,700 00	-	3,700 00	217	-
2	4	Harvard, . . . . .	17 00.7	2,500 00	-	2,500 00	147	-
6	5	Shrewsbury, . . . . .	16 61.6	4,187 14	-	4,187 14	252	-
5	6	Launcester, . . . . .	15 45.5	5,100 00	-	5,100 00	330	-
3	7	Barre, . . . . .	15 38.5	4,800 00	-	4,800 00	312	-
4	8	Oxford, . . . . .	14 40.9	5,000 00	-	5,000 00	347	§16 00
10	9	Worcester, . . . . .	13 98.8	196,496 95	-	196,496 95	14,048	-
17	10	Upton, . . . . .	13 42.6	4,215 81	-	4,215 81	314	30 00
13	11	Westborough, . . . . .	13 28.6	11,200 00	-	11,200 00	843	-
11	12	Leominster, . . . . .	13 05.3	12,400 00	-	12,400 00	950	-
31	13	Northbridge, . . . . .	13 02.5	8,600 00	270 26	8,870 26	681	-
28	14	West Brookfield, . . . . .	12 71.2	3,000 00	-	3,000 00	236	-
12	15	Fitchburg, . . . . .	12 67.6	42,477 37	-	42,477 37	3,351	-
7	16	Bolton, . . . . .	12 50	1,500 00	-	1,500 00	120	-
18	17	Southborough, . . . . .	12 35.6	4,300 00	-	4,300 00	348	-
29	18	Charlton, . . . . .	12 27.4	3,250 00	223 66	3,473 66	283	-
14	19	Princeton, . . . . .	11 99.1	2,000 00	62 43	2,062 43	172	-
24	20	Lunenburg, . . . . .	11 78.6	1,700 00	150 40	1,850 40	157	-
49	21	Holden, . . . . .	11 73.5	5,432 46	341 03	5,773 49	492	200 00
27	22	Uxbridge, . . . . .	11 70.6	7,000 00	-	7,000 00	598	-
19	23	Leicester, . . . . .	11 63.4	6,000 00	363 90	6,363 90	547	-
15	24	Northborough, . . . . .	11 55.1	3,500 00	-	3,500 00	303	-
22	25	Ashburnham, . . . . .	11 54.9	4,000 00	157 64	4,157 64	360	-
23	26	North Brookfield, . . . . .	11 35.5	8,500 00	402 28	8,902 28	784	-

## SCHOOL RETURNS.

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20	Warren,	.	.	.	11	30.7	9,600	00	-	9,600	00	849	-
47	Spencer,	.	.	.	11	26.7	21,700	00	-	21,700	00	1,926	-
25	Milford,	.	.	.	11	26	17,216	00	-	17,216	00	1,529	-
21	Westminster,	.	.	.	11	22.1	3,096	86	-	3,096	86	276	-
30	Clinton,	.	.	.	11	21.5	21,600	00	-	21,600	00	1,926	8 00
31	Brookfield,	.	.	.	11	11.5	5,402	00	-	5,402	00	486	-
26	Petersham,	.	.	.	11	09.6	1,600	00	219 71	1,819	71	164	-
16	Mendon,	.	.	.	10	88.1	1,500	00	121 31	1,621	31	149	-
32	Gardner,	.	.	.	10	71.2	14,000	00	-	14,000	00	1,307	-
34	Athol,	.	.	.	10	63.5	8,000	00	401 26	8,401	26	790	-
35	Rutland,	.	.	.	10	58.8	1,800	00	-	1,800	00	170	-
44	Templeton,	.	.	.	10	55	4,700	00	216 16	4,916	16	466	-
36	Hubbardston,	.	.	.	10	52.6	2,200	00	-	2,200	00	209	-
43	Hardwick,	.	.	.	10	46.7	4,700	00	229 81	4,929	81	471	-
48	Grafton,	.	.	.	10	19.6	9,900	00	-	9,900	00	971	-
33	Millbury,	.	.	.	9	82.9	9,200	00	-	9,200	00	936	-
42	Berlin,	.	.	.	9	62.7	1,100	00	103 39	1,203	39	125	-
55	Douglas,	.	.	.	9	54.7	4,000	00	-	4,000	00	419	-
39	Phillipston,	.	.	.	9	51	750	00	58 35	808	35	85	-
45	Sturbridge,	.	.	.	9	27.5	3,200	00	-	3,200	00	345	-
51	West Boylston,	.	.	.	9	13	5,076	33	-	5,076	33	556	-
53	Boylston,	.	.	.	9	03.6	1,500	00	-	1,500	00	166	-
37	Winchendon,	.	.	.	8	81.9	6,005	85	-	6,005	85	681	-
40	Dudley,	.	.	.	8	35.2	4,300	00	201 65	4,501	65	539	-
57	Royalston,	.	.	.	8	32.3	1,600	00	97 96	1,697	96	204	-
46	Paxton,	.	.	.	7	93.2	698	00	-	698	00	88	-
38	Oakham,	.	.	.	7	39	850	00	140 24	990	24	134	-
50	Sutton,	.	.	.	7	30.1	4,000	00	234 44	4,234	44	580	-
41	Blackstone,	.	.	.	7	25	7,500	00	388 20	7,888	20	1,088	-
56	Southbridge,	.	.	.	6	86.5	10,400	00	-	10,400	00	1,515	-
54	Dana,	.	.	.	6	78.6	700	00	80 36	780	36	115	-
52	Webster,	.	.	.	5	71.7	6,892	20	386 00	7,278	20	1,273	-
59	Auburn,	.	.	.	5	30.3	1,400	00	-	1,400	00	264	-
58													

1,316 30



# GRADUATED TABLES — FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the Ages of 5 and 15 Years in the County.*

For 1886-87.	For 1887-88.	COUNTIES.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	Suffolk,	\$20 15.5	\$1,484,461 34	\$48,748 81	\$1,533,210 15	76,072	—
2	2	Norfolk,	15 88	301,583 92	5,361 81	306,945 73	19,329	\$1,025 00
3	3	Middlesex,	15 76.4	1,045,577 69	6,019 92	1,051,597 61	66,710	323 50
6	4	Plymouth,	12 99.3	171,966 09	3,820 89	175,786 98	13,529	—
5	5	Barnstable,	12 95.9	62,000 00	1,667 71	63,667 71	4,913	100 00
8	6	Essex,	12 28.2	574,000 37	10,007 57	584,407 94	47,581	—
7	7	Bristol,	12 27.6	357,046 10	6,557 57	363,603 67	29,618	64 00
4	8	Worcester,	11 78.9	552,114 74	4,927 44	557,042 18	47,253	1,570 30
9	9	Hamden,	11 53.1	257,405 36	3,413 62	260,818 98	22,619	391 25
10	10	Dukes,	11 35.5	6,336 00	102 20	6,438 20	567	—
11	11	Hampshire,	10 62.1	90,556 36	3,070 92	93,627 28	8,815	35 00
13	12	Franklin,	9 51.7	65,490 62	1,021 99	66,512 61	6,989	381 25
12	13	Berkshire,	9 50.7	140,609 53	1,491 21	142,100 74	14,947	—
14	14	Nantucket,	8 63.8	4,854 29	—	4,854 29	562	—

## AGGREGATE FOR THE STATE.

STATE, .	\$14 49.4	\$5,114,402 41	\$96,211 66	\$5,210,614 07	359,504	\$3,890 30
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## GRADUATED TABLES — FIRST SERIES.

*Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the Education of each Child between the Ages of 5 and 15 Years in the County.*

For 1886 '87.	For 1887 '88.	COUNTIES.	TOTALS.
1	1	Suffolk, . . . . .	\$20 15.5
2	2	Norfolk, . . . . .	15 93.3
3	3	Middlesex, . . . . .	15 76.9
6	4	Plymouth, . . . . .	12 99.3
5	5	Barnstable, . . . . .	12 97.9
8	6	Essex, . . . . .	12 28.2
7	7	Bristol, . . . . .	12 27.9
4	8	Worcester, . . . . .	11 82.2
9	9	Hampden, . . . . .	11 54.8
10	10	Dukes, . . . . .	11 35.5
11	11	Hampshire, . . . . .	10 62.5
13	12	Franklin, . . . . .	9 57.1
12	13	Berkshire, . . . . .	9 50.7
14	14	Nantucket, . . . . .	8 63.8
STATE, . . . . .			\$14 50.5

## GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuation in 1887.

The first column shows the rank of the cities and towns in a similar Table for 1886-87, according to their valuation in 1886.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1887-88, according to their valuation in 1887.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the public schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a dash.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables; also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support common schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions, are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

## GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

*A Graduated Table in which all the Towns in the State are numerically arranged according to the Percentage of their Taxable Property appropriated to the Support of Public Schools for the Year 1887-88.*

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
4	1	TRURO, . . .	\$.006-69	79	34	Millbury, . . .	\$.004-69
2	2	Granville, . . .	6-65	49	35	Hinsdale, . . .	4-65
5	3	Sandwich, . . .	6-57	23	36	Monson, . . .	4-64
1	4	Holbrook, . . .	5-97	48	37	Pelham, . . .	4-64
3	5	W. Stockb'ge, . . .	5-79	29	38	Somerset, . . .	4-60
6	6	Hawley, . . .	5-75	20	39	Hopedale, . . .	4-50
13	7	Wellfleet, . . .	5-59	47	40	Templeton, . . .	4-50
22	8	Holden, . . .	5-57	33	41	Bourne, . . .	4-49
62	9	Spencer, . . .	5-54	18	42	Sandistfield, . . .	4-49
12	10	Marlborough, . . .	5-46	60	43	Groveland, . . .	4-45
11	11	Georgetown, . . .	5-32	56	44	Dighton, . . .	4-42
14	12	Chatham, . . .	5-30	46	45	Ludlow, . . .	4-42
16	13	Randolph, . . .	5-29	31	46	Medway, . . .	4-42
25	14	Belchertown, . . .	5-24	94	47	Eastham, . . .	4-41
45	15	South Hadley, . . .	5-24	59	48	Westborough, . . .	4-40
217	16	Blandford, . . .	5-18	83	49	W. Boylston, . . .	4-40
10	17	Bernardston, . . .	5-17	58	50	Bradford, . . .	4-39
19	18	Heath, . . .	5-12	54	51	N. Andover, . . .	4-39
30	19	Weymouth, . . .	5-07	74	52	Waltham, . . .	4-38
349	20	Gay Head, . . .	5-05	72	53	Rockland, . . .	4-37
17	21	Harwich, . . .	5-02	67	54	Bridgewater, . . .	4-34
21	22	Orleans, . . .	4-96	34	55	Rehoboth, . . .	4-34
15	23	N. Brookfield, . . .	4-95	55	56	Buckland, . . .	4-33
36	24	Adams, . . .	4-92	35	57	Hyde Park, . . .	4-33
50	25	Leyden, . . .	4-91	57	58	Stoneham, . . .	4-33
38	26	Abington, . . .	4-89	28	59	Dennis, . . .	4-32
61	27	Deerfield, . . .	4-88	41	60	Mansfield, . . .	4-32
92	28	Dudley, . . .	4-78	26	61	Walpole, . . .	4-31
32	29	Upton, . . .	4-78	40	62	Brookfield, . . .	4-29
43	30	Palmer, . . .	4-72	69	63	Needham, . . .	4-29
42	31	Wrentham, . . .	4-72	73	64	Sterling, . . .	4-29
66	32	Granby, . . .	4-71	24	65	Brewster, . . .	4-28
44	33	Merrimac, . . .	4-70	70	66	Northbridge, . . .	4-28

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
53	67	Colrain, .	\$0.004-27	176	117	Tolland, .	\$0.003-77
122	68	Monroe, .	4-26	97	118	Oxford, .	3-76
52	69	Norwood, .	4-22	133	119	Concord, .	3-75
39	70	Wareham, .	4-21	166	120	Huntington, .	3-74
9	71	N. Adams, .	4-19	138	121	Peabody, .	3-74
118	72	Ashburnham, .	4-18	85	122	Provincetown, .	3-74
65	73	Otis, .	4-17	117	123	Wilbraham, .	3-74
68	74	Grafton, .	4-16	125	124	Williamsburg, .	3-73
51	75	Natick, .	4-16	134	125	Hopkinton, .	3-72
91	76	Foxborough, .	4-14	119	126	Washington, .	3-71
132	77	Longmeadow, .	4-14	143	127	Amesbury, .	3-70
71	78	Wakefield, .	4-13	128	128	Chicopee, .	3-70
64	79	Westminster, .	4-13	202	129	Millis, .	3-70
144	80	Windsor, .	4-11	127	130	Rochester, .	3-70
84	81	Warren, .	4-10	80	131	Barnstable, .	3-69
110	82	Ashby, .	4-08	99	132	Plymouth, .	3-69
37	83	Fairhaven, .	4-07	116	133	Rutland, .	3-68
76	84	Hudson, .	4-06	123	134	Savoy, .	3-68
113	85	Orange, .	4-06	101	135	E. Bridgew'r, .	3-67
87	86	Quincy, .	4-04	88	136	Sheffield, .	3-67
89	87	Clinton, .	4-03	135	137	Ashland, .	3-66
131	88	Essex, .	4-02	161	138	Reading, .	3-66
75	89	Gloucester, .	4-01	226	139	Charlemont, .	3-65
82	90	Middleboro', .	4-00	111	140	Haverhill, .	3-65
169	91	Franklin, .	3-99	109	141	Holliston, .	3-65
63	92	Shutesbury, .	3-99	136	142	Middlefield, .	3-65
205	93	W.Springfield, .	3-95	183	143	N. Braintree, .	3-65
146	94	Cheshire, .	3-94	129	144	Woburn, .	3-65
107	95	Douglas, .	3-94	8	145	Dedham, .	3-64
151	96	Salisbury, .	3-94	158	146	Pittsfield, .	3-64
104	97	Gardner, .	3-92	130	147	Ayer, .	3-62
86	98	Peru, .	3-92	137	148	Norton, .	3-62
105	99	Shrewsbury, .	3-92	148	149	Wendell, .	3-62
100	100	Arlington, .	3-89	121	150	Danvers, .	3-61
93	101	Bellingham, .	3-88	147	151	Hardwick, .	3-60
90	102	Montgomery, .	3-88	124	152	Shelburne, .	3-58
172	103	Charlton, .	3-87	157	153	Marblehead, .	3-57
106	104	Raynham, .	3-87	160	154	Medford, .	3-56
120	105	Erving, .	3-86	225	155	Norfolk, .	3-56
150	106	Montague, .	3-85	141	156	Tyngsboro', .	3-55
98	107	New Salem, .	3-85	103	157	Milford, .	3-54
203	108	Westport, .	3-83	156	158	Swansea, .	3-52
198	109	Berkley, .	3-82	185	159	Warwick, .	3-52
108	110	Stoughton, .	3-82	223	160	Chester, .	3-51
115	111	W. Newbury, .	3-82	289	161	Sunderland, .	3-51
114	112	W. Brookfield, .	3-81	154	162	Hingham, .	3-50
275	113	Cummington, .	3-80	188	163	Rowley, .	3-48
181	114	Rowe, .	3-79	168	164	Uxbridge, .	3-48
78	115	Westford, .	3-79	102	165	Leicester, .	3-47
96	116	N. Reading, .	3-77	81	166	Winchester, .	3-47



For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
173	167	Chelmsford, .	3-003-45	239	217	Brockton, .	3-003-17
152	168	Clarksburg, .	3-45	230	218	Leominster, .	3-17
142	169	Westhampton, .	3-45	95	219	Monterey, .	3-17
145	170	Barre, .	3-44	175	220	Rockport, .	3-17
164	171	Somerville, .	3-44	221	221	Newton, .	3-16
192	172	Norwell, .	3-43	191	222	Petersham, .	3-16
210	173	Framingham, .	3-42	195	223	Plympton, .	3-16
261	174	Agawam, .	3-41	201	224	Athol, .	3-14
273	175	Boxborough, .	3-41	236	225	Cambridge, .	3-14
153	176	Melrose, .	3-41	268	226	Webster, .	3-14
140	177	Townsend, .	3-41	215	227	W. Bridgew'r, .	3-13
184	178	N. Marlboro', .	3-40	206	228	Williamstown, .	3-13
177	179	Ipswich, .	3-39	186	229	Bolton, .	3-12
291	180	Pembroke, .	3-39	207	230	Worthington, .	3-12
250	181	Acushnet, .	3-38	260	231	Hubbardston, .	3-11
167	182	Lakeville, .	3-38	182	232	Littleton, .	3-09
112	183	Wayland, .	3-37	247	233	Prescott, .	3-09
209	184	Easthampton, .	3-36	238	234	Wilmington, .	3-09
174	185	Fitchburg, .	3-35	149	235	Lexington, .	3-08
187	186	Tisbury, .	3-35	212	236	Southborough, .	3-08
179	187	Acton, .	3-34	227	237	Fall River, .	3-06
219	188	Chesterfield, .	3-34	222	238	Northampton, .	3-05
7	189	Florida, .	3-34	237	239	Whately, .	3-04
224	190	G. Barrington, .	3-33	216	240	Winchendon, .	3-04
208	191	Becket, .	3-32	220	241	Taunton, .	3-03
193	192	Sturbridge, .	3-31	245	242	Hadley, .	3-02
165	193	Worcester, .	3-31	190	243	Hanson, .	3-01
180	194	Conway, .	3-30	232	244	Leverett, .	3-00
189	195	Hanover, .	3-30	235	245	Phillipston, .	3-00
163	196	Lynn, .	3-29	196	246	Canton, .	2-99
171	197	Shirley, .	3-29	305	247	Goshen, .	2-99
139	198	Southbridge, .	3-29	286	248	Plainfield, .	2-99
277	199	Gill, .	3-28	234	249	Tyringham, .	2-99
218	200	Malden, .	3-28	256	250	Amherst, .	2-98
214	201	Methuen, .	3-28	228	251	Northborough, .	2-97
155	202	Northfield, .	3-28	251	252	Mendon, .	2-96
283	203	Sherborn, .	3-28	259	253	Salem, .	2-96
266	204	Ware, .	3-28	170	254	Bedford, .	2-94
194	205	Blackstone, .	3-27	257	255	Everett, .	2-93
162	206	Hampden, .	3-27	243	256	Lee, .	2-90
178	207	Westfield, .	3-27	231	257	Pepperell, .	2-90
126	208	Sutton, .	3-26	240	258	Lowell, .	2-88
204	209	Chelsea, .	3-25	242	259	Duxbury, .	2-87
77	210	Saugus, .	3-25	255	260	Southwick, .	2-87
200	211	Ashfield, .	3-24	241	261	Wenham, .	2-87
197	212	Lanesborough, .	3-23	262	262	Wales, .	2-86
211	213	Southampton, .	3-22	254	263	Halifax, .	2-85
318	214	Richmond, .	3-21	265	264	Oakham, .	2-84
199	215	Watertown, .	3-21	278	265	Dalton, .	2-83
159	216	Holyoke, .	3-18	246	266	Enfield, .	2-83

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
279	267	Auburn, .	2-002-82	293	309	Marion, .	2-002-31
229	268	Braintree, .	2-82	301	310	Billerica, .	2-28
213	269	Boylston, .	2-79	309	311	Boxford, .	2-26
287	270	Dracut, .	2-78	327	312	Tewksbury, .	2-25
263	271	Dana, .	2-77	310	313	Carver, .	2-23
264	272	Lunenburg, .	2-76	299	314	Hancock, .	2-17
267	273	Dartmouth, .	2-74	314	315	Dover, .	2-16
311	274	Carlisle, .	2-72	313	316	Holland, .	2-15
248	275	Brimfield, .	2-70	316	317	Chilmark, .	2-13
270	276	New Bedford, .	2-70	27	318	Attleborough, .	2-09
258	277	Lawrence, .	2-68	325	319	Medfield, .	2-09
308	278	Sharon, .	2-68	319	320	Sudbury, .	2-05
271	279	Harvard, .	2-67	326	321	Cohasset, .	2-04
281	280	Springfield, .	2-66	323	322	Hatfield, .	2-02
312	281	Stow, .	2-66	315	323	Lancaster, .	2-01
288	282	Dunstable, .	2-65	297	324	Edgartown, .	1-97
272	283	Andover, .	2-64	321	325	Boston, .	1-95
249	284	Lenox, .	2-64	320	326	Groton, .	1-87
307	285	Middleton, .	2-64	328	327	Stockbridge, .	1-87
296	286	Royalston, .	2-64	333	328	Lynnfield, .	1-78
282	287	Scituate, .	2-62	331	329	Nantucket, .	1-78
300	288	Yarmouth, .	2-62	332	330	Swampscott, .	1-78
276	289	Easton, .	2-61	330	331	Kingston, .	1 65
244	290	Revere, .	2-60	322	332	Hamilton, .	1-59
233	291	Maynard, .	2-59	329	333	Falmouth, .	1-57
306	292	Wellesley, .	2-59	284	334	Greenwich, .	1-55
269	293	Weston, .	2-58	324	335	Lincoln, .	1-50
253	294	Greenfield, .	2-57	335	336	Beverly, .	1-43
285	295	Marshfield, .	2-57	336	337	Mattapoisett, .	1-42
292	296	Freetown, .	2-55	342	338	Gosnold, .	1-26
298	297	Princeton, .	2-53	337	339	Mt. Wash'ton, .	1-26
290	298	Belmont, .	2-52	339	340	Brookline, .	1-24
295	299	Berlin, .	2-48	334	341	Alford, .	1-20
252	300	Paxton, .	2-47	341	342	Milton, .	1-19
304	301	Egremont, .	2-41	343	343	Topsfield, .	1-18
280	302	Newburyport, .	2-38	344	344	Winthrop, .	1-16
302	303	Russell, .	2-36	345	345	Cottage City, .	1-10
294	304	Seekonk, .	2-36	340	346	New Ashford, .	1-03
274	305	Burlington, .	2-34	346	347	Nahant, .	0-75
303	306	Whitman, .	2-34	347	348	Hull, .	0-64
338	307	Mashpee, .	2-32	348	349	Manchester, .	0-52
317	308	Newbury, .	2-32	-	350	N. Attleboro', .	-

## GRADUATED TABLES — SECOND SERIES.

## [COUNTY TABLES.]

*In which all the Towns in the respective Counties in the State are numerically arranged according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1887-88.*

## BARNSTABLE COUNTY.

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills.
1	1	TRURO, .	\$.006-69	8	9	Dennis, .	\$.004-32
2	2	Sandwich, .	6-57	7	10	Brewster, .	4-28
3	3	Wellfleet, .	5-59	11	11	Provincetown, .	3-74
4	4	Chatham, .	5-30	10	12	Barnstable, .	3-69
5	5	Harwich, .	5-02	13	13	Yarmouth, .	2-62
6	6	Orleans, .	4-96	15	14	Mashpee, .	2-32
9	7	Bourne, .	4-49	14	15	Falmouth, .	1-57
12	8	Eastham, .	4-41				

## BERKSHIRE COUNTY.

1	1	WEST STOCKBRIDGE, .	\$.005-79	21	17	Gt. Barrington, .	\$.003-33
5	2	Adams, .	4-92	20	18	Becket, .	3-32
6	3	Hinsdale, .	4-65	18	19	Lanesborough, .	3-23
4	4	Sandisfield, .	4-49	28	20	Richmond, .	3-21
3	5	North Adams, .	4-19	10	21	Monterey, .	3-17
7	6	Otis, .	4-17	19	22	Williamstown, .	3-13
13	7	Windsor, .	4-11	22	23	Tyringham, .	2-99
14	8	Cheshire, .	3-94	23	24	Lee, .	2-90
8	9	Pern, .	3-92	25	25	Dalton, .	2-83
11	10	Washington, .	3-71	24	26	Lenox, .	2-64
12	11	Savoy, .	3-68	27	27	Egremont, .	2-41
9	12	Sheffield, .	3-67	26	28	Hancock, .	2-17
16	13	Pittsfield, .	3-64	29	29	Stockbridge, .	1-87
15	14	Clarksburg, .	3-45	31	30	Mt. Wash'gt'n, .	1-26
17	15	N. Marlboro', .	3-40	30	31	Alford, .	1-20
2	16	Florida, .	3-34	32	32	New Ashford, .	1-03

## BRISTOL COUNTY.

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
2	1	SOMERSET, .	\$0.004-60	14	11	Acushnet, .	\$0.003-38
6	2	Dighton, .	4-42	13	12	Fall River, .	3-06
3	3	Rehoboth, .	4-34	12	13	Taunton, .	3-03
5	4	Mansfield, .	4-32	15	14	Dartmouth, .	2-74
4	5	Fairhaven, .	4-07	16	15	New Bedford, .	2-70
7	6	Raynham, .	3-87	17	16	Easton, .	2-61
11	7	Westport, .	3-83	18	17	Freetown, .	2-55
10	8	Berkley, .	3-82	19	18	Seekonk, .	2-36
8	9	Norton, .	3-62	1	19	Attleborough, .	2-09
9	10	Swansea, .	3-52	-	20	No. Attleboro', .	-

## DUKES COUNTY.

6	1.	GAY HEAD, .	\$0.005-05	2	4	Edgartown, .	\$0.001-97
1	2	Tisbury, .	3-35	4	5	Gosnold, .	1-26
3	3	Chilmark, .	2-13	5	6	Cottage City, .	1-10

## ESSEX COUNTY.

1	1	GEORGETOWN, .	\$0.005-32	7	19	Saugus, .	\$0.003-25
2	2	Merrimac, .	4-70	17	20	Rockport, .	3-17
5	3	Groveland, .	4-45	23	21	Salem, .	2-96
4	4	Bradford, .	4-39	21	22	Wenham, .	2-87
3	5	No. Andover, .	4-39	22	23	Lawrence, .	2-68
11	6	Essex, .	4-02	24	24	Andover, .	2-64
6	7	Gloucester, .	4-01	26	25	Middleton, .	2-64
14	8	Salisbury, .	3-94	25	26	Newburyport, .	2-38
9	9	W. Newbury, .	3-82	28	27	Newbury, .	2-32
12	10	Peabody, .	3-74	27	28	Boxford, .	2-26
13	11	Amesbury, .	3-70	31	29	Lynnfield, .	1-78
8	12	Haverhill, .	3-65	30	30	Swampscott, .	1-78
10	13	Danvers, .	3-61	29	31	Hamilton, .	1-59
15	14	Marblehead, .	3-57	32	32	Beverly, .	1-43
19	15	Rowley, .	3-48	33	33	Topsfield, .	1-18
18	16	Ipswich, .	3-39	34	34	Nahant, .	0-75
16	17	Lynn, .	3-29	35	35	Manchester, .	0-52
20	18	Methuen, .	3-28				

## SCHOOL RETURNS.

cxvii

## FRANKLIN COUNTY.

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	HAWLEY, . . .	\$.005-75	18	14	Rowe, . . .	\$.003-79
2	2	Bernardston, . .	5-17	21	15	Charlemont, . .	3-65
3	3	Heath, . . .	5-12	14	16	Wendell, . . .	3-62
4	4	Leyden, . . .	4-91	13	17	Shelburne, . . .	3-58
7	5	Deerfield, . . .	4-88	19	18	Warwick, . . .	3-52
6	6	Buckland, . . .	4-33	26	19	Sunderland, . .	3-51
5	7	Colrain, . . .	4-27	17	20	Conway, . . .	3-30
12	8	Monroe, . . .	4-26	25	21	Gill, . . .	3-28
10	9	Orange, . . .	4-06	16	22	Northfield, . .	3-28
8	10	Shutesbury, . .	3-99	20	23	Ashfield, . . .	3-24
11	11	Erving, . . .	3-86	23	24	Whately, . . .	3-04
15	12	Montague, . . .	3-85	22	25	Leverett, . . .	3-00
9	13	New Salem, . .	3-85	24	26	Greenfield, . .	2-57

## HAMPDEN COUNTY.

1	1	GRANVILLE, . .	\$.006-65	15	12	Chester, . . .	\$.003-51
14	2	Blandford, . . .	5-18	18	13	Agawam, . . .	3-41
3	3	Palmer, . . .	4-72	10	14	Hampden, . . .	3-27
2	4	Monson, . . .	4-64	12	15	Westfield, . . .	3-27
4	5	Ludlow, . . .	4-42	9	16	Holyoke, . . .	3-18
8	6	Longmeadow, . .	4-14	17	17	Southwick, . .	2-87
13	7	W.Springfield, .	3-95	19	18	Wales, . . .	2-86
5	8	Montgomery, . .	3-88	16	19	Brimfield, . . .	2-70
11	9	Tolland, . . .	3-77	20	20	Springfield, . .	2-66
6	10	Wilbraham, . . .	3-74	21	21	Russell, . . .	2-36
7	11	Chicopee, . . .	3-70	22	22	Holland, . . .	2-15

## HAMPSHIRE COUNTY.

1	1	BELCHERTOWN, . .	\$.005-24	11	13	Southampton, .	\$.003-22
2	2	South Hadley, . .	5-24	9	14	Worthington, . .	3-12
4	3	Granby, . . .	4-71	16	15	Prescott, . . .	3-09
3	4	Pelham, . . .	4-64	13	16	Northampton, .	3-05
19	5	Cummington, . .	3-80	14	17	Hadley, . . .	3-02
8	6	Huntington, . . .	3-74	22	18	Goshen, . . .	2-99
5	7	Williamsburg, . .	3-73	21	19	Plainfield, . . .	2-99
6	8	Middlefield, . . .	3-65	17	20	Amherst, . . .	2-98
7	9	Westhampton, . .	3-45	15	21	Enfield, . . .	2-83
10	10	Easthampton, . .	3-36	23	22	Hatfield, . . .	2-02
12	11	Chesterfield, . .	3-34	20	23	Greenwich, . . .	1-55
18	12	Ware, . . .	3-28				



## MIDDLESEX COUNTY.

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	MARLBOROUGH, .	\$.005-46	29	28	Acton, .	\$.003-34
5	2	Waltham, .	4-38	27	29	Shirley, .	3-29
3	3	Stoneham, .	4-33	33	30	Malden, .	3-28
2	4	Natick, .	4-16	44	31	Sherborn, .	3-28
4	5	Wakefield, .	4-13	31	32	Watertown, .	3-21
12	6	Ashby, .	4-08	34	33	Newton, .	3-16
6	7	Hudson, .	4-06	37	34	Cambridge, .	3-14
10	8	Arlington, .	3-89	30	35	Littleton, .	3-09
7	9	Westford, .	3-79	38	36	Wilmington, .	3-09
9	10	No. Reading, .	3-77	21	37	Lexington, .	3-08
16	11	Concord, .	3-75	26	38	Bedford, .	2-94
17	12	Ilopkinton, .	3-72	40	39	Everett, .	2-93
18	13	Ashland, .	3-66	35	40	Pepperell, .	2-90
24	14	Reading, .	3-66	39	41	Lowell, .	2-88
11	15	Holliston, .	3-65	45	42	Dracut, .	2-78
14	16	Woburn, .	3-65	49	43	Carlisle, .	2-72
15	17	Ayer, .	3-62	50	44	Stow, .	2-66
23	18	Medford, .	3-56	46	45	Dunstable, .	2-65
20	19	Tyngsboro', .	3-55	36	46	Maynard, .	2-59
8	20	Winchester, .	3-47	41	47	Weston, .	2-58
28	21	Chelmsford, .	3-45	47	48	Belmont, .	2-52
25	22	Somerville, .	3-44	43	49	Burlington, .	2-34
32	23	Framingham, .	3-42	48	50	Billerica, .	2-28
42	24	Boxborough, .	3-41	54	51	Tewksbury, .	2-25
22	25	Melrose, .	3-41	51	52	Sudbury, .	2-05
19	26	Townsend, .	3-41	52	53	Groton, .	1-87
13	27	Wayland, .	3-37	53	54	Lincoln, .	1-50

## NANTUCKET COUNTY.

		NANTUCKET, . . . . .	\$.001-78
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## NORFOLK COUNTY.

1	1	HOLBROOK, .	\$.005-97	12	10	Foxborough, .	\$.004-14
3	2	Randolph, .	5-29	11	11	Quincy, .	4-04
5	3	Weymouth, .	5-07	15	12	Franklin, .	3-99
8	4	Wrentham, .	4-72	13	13	Bellingham, .	3-88
6	5	Medway, .	4-42	14	14	Stoughton, .	3-82
7	6	Hyde Park, .	4-33	17	15	Millis, .	3-70
4	7	Walpole, .	4-31	2	16	Dedham, .	3-64
10	8	Needham, .	4-29	18	17	Norfolk, .	3-56
9	9	Norwood, .	4-22	16	18	Canton, .	2-99

## NORFOLK COUNTY — CONCLUDED.

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
19	19	Braintree, .	\$ .002-82	23	23	Medfield, .	\$ .002-09
21	20	Sharon, .	2-68	24	24	Cohasset, .	2-04
20	21	Wellesley, .	2-59	25	25	Brookline, .	1-24
22	22	Dover, .	2-16	26	26	Milton, .	1-19

## PLYMOUTH COUNTY.

1	1	ABINGTON, .	\$ .004-89	14	15	Plympton, .	\$ .003-16
4	2	Rockland, .	4-37	15	16	W. Bridgew'r,	3-13
3	3	Bridgewater, .	4-34	12	17	Hanson, .	3-01
2	4	Wareham, .	4-21	17	18	Duxbury, .	2-87
5	5	Middleboro', .	4-00	18	19	Halifax, .	2-85
8	6	Rochester, .	3-70	19	20	Scituate, .	2-62
6	7	Plymouth, .	3-69	20	21	Marshfield, .	2-57
7	8	E. Bridgew'r,	3-67	23	22	Whitman, .	2-34
9	9	Hingham, .	3-50	22	23	Marion, .	2-31
13	10	Norwell, .	3-43	24	24	Carver, .	2-23
21	11	Pembroke, .	3-39	25	25	Kingston, .	1-65
10	12	Lakeville, .	3-38	26	26	Mattapoisett, .	1-42
11	13	Hanover, .	3-30	27	27	Hull, .	0-64
16	14	Brockton, .	3-17				

## SUFFOLK COUNTY.

1	1	CHELSEA, .	\$ .003-25	3	3	Boston, .	\$ .001-95
2	2	Revere, .	2-60	4	4	Winthrop, .	1-16

## WORCESTER COUNTY.

3	1	HOLDEN, .	\$ .005-57	5	11	Brookfield, .	\$ .004-29
8	2	Spencer, .	5-54	12	12	Sterling, .	4-29
1	3	N. Brookfield,	4-95	11	13	Northbridge, .	4-28
17	4	Dudley, .	4-78	26	14	Ashburnham, .	4-18
4	5	Upton, .	4-78	10	15	Grafton, .	4-16
13	6	Millbury, .	4-69	9	16	Westminster, .	4-13
2	7	Hopedale, .	4-50	15	17	Warren, .	4-10
6	8	Templeton, .	4-50	16	18	Clinton, .	4-03
7	9	Westborough, .	4-40	23	19	Douglas, .	3-94
14	10	W. Boylston, .	4-40	21	20	Gardner, .	3-92

## BOARD OF EDUCATION.

## WORCESTER COUNTY — CONCLUDED.

For 1886-87, by the State Valuation of 1886.				For 1886-87, by the State Valuation of 1886.			
For 1887-88, by the State Valuation of 1887.		TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1887-88, by the State Valuation of 1887.		TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
22	21	Shrewsbury, .	\$0.003-92	53	41	Webster, .	\$0.003-14
33	22	Charlton, .	3-87	36	42	Bolton, .	3-12
24	23	W.Brookfield, .	3-81	49	43	Hubbardston, .	3-11
18	24	Oxford, .	3-76	41	44	Southboro', .	3-08
25	25	Rutland, .	3-68	43	45	Winchendon, .	3-04
35	26	N. Braintree, .	3-65	46	46	Phillipston, .	3-00
30	27	Hardwick, .	3-60	44	47	Northboro', .	2-97
20	28	Milford, .	3-54	47	48	Mendon, .	2-96
32	29	Uxbridge, .	3-48	52	49	Oakham, .	2-84
19	30	Leicester, .	3-47	55	50	Auburn, .	2-82
29	31	Barre, .	3-44	42	51	Boylston, .	2-79
34	32	Fitchburg, .	3-35	50	52	Dana, .	2-77
38	33	Sturbridge, .	3-31	51	53	Lunenburg, .	2-76
31	34	Worcester, .	3-31	54	54	Harvard, .	2-67
28	35	Southbridge, .	3-29	57	55	Royalston, .	2-64
39	36	Blackstone, .	3-27	58	56	Princeton, .	2-53
27	37	Sutton, .	3-26	56	57	Berlin, .	2-48
45	38	Leominster, .	3-17	48	58	Paxton, .	2-47
37	39	Petersham, .	3-16	59	59	Lancaster, .	2-01
40	40	Athol, .	3-14				

## GRADUATED TABLES — SECOND SERIES.

*Showing the different Counties in the State, numerically arranged, according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1887-88.*

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of surplus Revenue and other funds, including the dog tax, used at the option of the town.	TOTALS.	Valuation of 1887.	Amount contributed for board and fuel.
2	1	BARNSTABLE, . . . . .	\$ .003-67	\$62,000 00	\$1,667 71	\$63,667 10	\$17,359,324	\$100 00
4	2	Franklin, . . . . .	3-60	65,490 62	1,021 99	66,512 61	18,482,816	381 25
1	3	Worcester, . . . . .	3-55	552,114 74	4,927 44	557,042 18	157,079,408	1,570 30
3	4	Berkshire, . . . . .	3-52	140,609 53	1,491 21	142,100 74	40,352,856	—
6	5	Hampshire, . . . . .	3-34	90,556 36	3,070 92	93,627 28	28,071,624	35 00
5	6	Middlesex, . . . . .	3-29	1,045,577 69	6,019 92	1,051,597 61	320,012,709	323 50
7	7	Plymouth, . . . . .	3-20	171,966 09	3,820 89	175,786 98	55,017,518	—
8	8	Hampden, . . . . .	3-13	257,405 36	3,413 62	260,818 98	83,195,304	391 25
9	9	Bristol, . . . . .	3-08	357,046 10	6,557 57	363,603 67	117,901,551	64 00
10	10	Essex, . . . . .	2-93	574,400 37	10,007 57	584,407 94	199,452,878	—
11	11	Norfolk, . . . . .	2-65	301,583 92	5,361 81	306,945 73	115,757,432	1,025 00
12	12	Suffolk, . . . . .	1-98	1,484,461 34	48,748 81	1,533,210 15	773,764,121	—
13	13	Dukes, . . . . .	1-91	6,336 00	102 20	6,438 20	3,375,346	—
14	14	Nantucket, . . . . .	1-78	4,854 29	—	4,854 29	2,725,920	—

## AGGREGATE FOR THE STATE.

STATE, . . . . .	\$ .002-70	\$5,114,402 41	\$96,211 66	\$5,210,614 07	\$1,932,548,807	\$3,890 30
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## GRADUATED TABLES—SECOND SERIES.

*Showing the Arrangement of Counties according to their Appropriations, including Voluntary Contributions.*

For 1886-87, by the State Valuation of 1886.	For 1887-88, by the State Valuation of 1887.	COUNTIES.	Percentage of Valuation appropriated to Public Schools— equivalent to mills and hundredths of mills.
2	1	BARNSTABLE, . . . . .	\$.003-67
4	2	Franklin, . . . . .	3-62
1	3	Worcester, . . . . .	3-56
3	4	Berkshire, . . . . .	3-52
6	5	Hampshire, . . . . .	3-34
5	6	Middlesex, . . . . .	3-29
8	7	Plymouth, . . . . .	3-20
7	8	Hampden, . . . . .	3-14
9	9	Bristol, . . . . .	3-08
10	10	Essex, . . . . .	2-93
11	11	Norfolk, . . . . .	2-66
12	12	Suffolk, . . . . .	1-98
13	13	Dukes, . . . . .	1-91
14	14	Nantucket, . . . . .	1-78
STATE, . . . . .			\$.002-70



## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals with the appropriate mathematical sign appended indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept and the returns correctly made, are to be thus explained: The average attendance upon all Public Schools being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following Table is in accordance with the returns. As the returns are often incorrect, the rank may be too high in some cases.

## GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

*In which all the Towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of the Children upon the Public Schools for the Year 1887-88.*

TOWNS.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
						TOWNS.	No. of children between 5 and 15 years of age in each town.
							Average attendance upon School.
							Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	GREENWICH, .	53	79	1.49-06	33	Leominster, .	950
2	Goshen, .	49	68	1.38-78	34	Townsend, .	261
3	Warwick, .	102	131	1.28-43	35	Hingham, .	642
4	Gay Head, .	30	36	1.20-00	36	Brookfield, .	486
5	Cummington, .	124	145	1.16-94	37	Berlin, .	125
6	Boxborough, .	42	48	1.14-29	38	Northboro', .	303
7	Tyngsboro', .	77	88	1.14-29	39	Hyde Park, .	1,681
8	Ashby, .	125	139	1.11-20	40	Abington, .	619
9	Becket, .	141	150	1.06-38	41	Holbrook, .	434
10	Holland, .	25	26	1.04-00	42	Bridgewater, .	496
11	Orange, .	614	637	1.03-75	43	Whately, .	185
12	Tisbury, .	147	152	1.03-40	44	Acton, .	269
13	N. Braintree, .	77	78	1.01-30	45	Middlefield, .	98
14	Swampscott, .	357	354	.99-16	46	Oxford, .	347
15	Rockland, .	808	797	.98-64	47	Winthrop, .	248
16	Harwich, .	426	420	.98-59	48	Stoneham, .	889
17	Medfield, .	178	175	.98-31	49	Sandwich, .	357
18	Ashfield, .	146	143	.97-95	50	Kingston, .	250
19	Shrewsbury, .	252	246	.97-63	51	Mattapoisett, .	165
20	South Hadley, .	627	612	.97-61	52	Southwick, .	165
21	Wellfleet, .	237	231	.97-47	53	Heath, .	113
22	Hopedale, .	182	177	.97-25	54	Groton, .	265
23	Medway, .	470	457	.97-23	55	Fairhaven, .	415
24	Weymouth, .	1,823	1,748	.95-89	56	Pepperell, .	432
25	Rutland, .	170	163	.95-88	57	Whitman, .	673
26	Bedford, .	121	116	.95-87	58	Littleton, .	176
27	Dennis, .	446	426	.95-52	59	Otis, .	117
28	Natick, .	1,573	1,502	.95-49	60	Ashland, .	418
29	Medford, .	1,517	1,447	.95-39	61	Merrimac, .	470
30	Carlisle, .	73	69	.94-52	62	Mendon, .	149
31	Tolland, .	72	68	.94-44	63	Concord, .	585
32	Dighton, .	251	237	.94-42	64	Melrose, .	1,256
							1,112

## SCHOOL RETURNS.

CXXV

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
65	Enfield, .	148	131 .88-51	113	Chatham, .	338	287 .84-91
66	Ayer, .	427	377 .88-29	114	Norfolk, .	172	146 .84-88
67	Provincetown, .	820	724 .88-29	115	Norwood, .	547	464 .84-83
68	Greenfield, .	937	827 .88-26	116	Sunderland, .	116	98 .84-48
69	Upton, .	214	277 .88-22	117	Lee, .	591	499 .84-43
70	Marion, .	161	142 .88-20	118	Chelmsford, .	421	355 .84-33
71	Manchester, .	237	209 .88-19	119	N. Attleboro', .	1,173	989 .84-31
72	Middleboro', .	797	702 .88-08	120	Princeton, .	172	145 .84-30
73	Montgomery, .	50	44 .88-00	121	Warren, .	849	715 .84-22
74	Bradford, .	555	488 .87-93	122	Granby, .	120	101 .84-17
75	Hadley, .	319	280 .87-77	123	Milton, .	595	500 .84-03
76	Watertown, .	1,154	1,011 .87-61	124	Sterling, .	217	182 .83-87
77	Bolton, .	120	105 .87-50	125	Nahant, .	135	113 .83-70
78	Arlington, .	976	853 .87-40	126	Northbridge, .	681	570 .83-70
79	Danvers, .	1,099	958 .87-17	127	Cohasset, .	374	313 .83-69
80	Saugus, .	525	457 .87-05	128	Everett, .	1,217	1,018 .83-65
81	W.Springfi'd, .	864	752 .87-04	129	Foxborough, .	440	368 .83-64
82	Dedham, .	1,208	1,051 .87-00	130	Rochester, .	164	137 .83-54
83	Dana, .	115	100 .86-96	131	W. Newbury, .	296	247 .83-45
84	Needham, .	483	420 .86-96	132	Chilmark, .	60	50 .83-33
85	Hopkinton, .	756	657 .86-90	133	Gloucester, .	3,797	3,162 .83-28
86	Randolph, .	652	566 .86-81	134	Hanover, .	323	269 .83-28
87	Templeton, .	466	404 .86-70	135	E. Bridgew'r, .	464	385 .82-97
88	Reading, .	593	514 .86-68	136	Cheshire, .	263	218 .82-89
89	Millis, .	105	91 .86-67	137	New Salem, .	128	106 .82-81
90	Rowe, .	104	90 .86-54	138	Sudbury, .	186	154 .82-80
91	Waltham, .	2,617	2,257 .86-24	139	Ludlow, .	330	273 .82-73
92	Newton, .	3,893	3,357 .86-23	140	Mashpee, .	52	43 .82-69
93	Mansfield, .	463	399 .86-18	141	Westborough, .	843	697 .82-68
94	Leicester, .	547	471 .86-11	142	Hawley, .	92	76 .82-61
95	Brewster, .	165	142 .86-06	143	Harvard, .	147	121 .82-31
96	Plymouth, .	1,257	1,081 .86-00	144	Westminster, .	276	227 .82-25
97	Wayland, .	385	331 .85-97	145	Lunenburg, .	157	129 .82-17
98	Winchester, .	825	709 .85-94	146	Belmont, .	330	271 .82-12
99	Ipswich, .	610	524 .85-90	147	Stockbridge, .	330	271 .82-12
100	Phillipston, .	85	73 .85-88	148	Gt.Barringt'n, .	867	711 .82-01
101	New Ashford, .	28	24 .85-71	149	Easton, .	810	664 .81-98
102	Amherst, .	615	527 .85-69	150	Barnstable, .	696	570 .81-90
103	Buckland, .	250	214 .85-60	151	Falmfield, .	149	122 .81-88
104	Halifax, .	104	89 .85-58	152	Bramouth, .	401	328 .81-80
105	Wilbraham, .	206	176 .85-44	153	Somerville, .	5,722	4,878 .81-75
106	W.Stockbr'ge, .	354	302 .85-31	154	Sharon, .	216	176 .81-48
107	Bourne, .	265	226 .85-28	155	Braintree, .	693	564 .81-39
108	Framingham, .	1,558	1,327 .85-17	156	W.Brookfield, .	236	192 .81-36
109	Haverhill, .	3,749	3,191 .85-12	157	Duxbury, .	283	230 .81-27
110	Winchendon, .	681	579 .85-02	158	Stow, .	180	146 .81-11
111	Monroe, .	40	34 .85-00	159	Prescott, .	74	60 .81-08
112	Barre, .	312	265 .84-94	160	Lakeville, .	147	119 .80-95

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
161	Athol, .	790	638	.80-76	209	Ashburnham,	360	279	.77-50
162	Granville, .	192	155	.80-73	210	Hamilton, .	106	82	.77-36
163	Agawam, .	440	355	.80-68	211	Cambridge, .	11216	8,672	.77-32
164	Dartmouth, .	553	446	.80-65	212	Plainfield, .	66	51	.77-27
165	Petersham, .	164	132	.80-49	213	Swansea, .	220	170	.77-27
166	Leverett, .	122	98	.80-33	214	Attleborough,	1,222	944	.77-25
167	Conway, .	279	224	.80-29	215	Monterey, .	92	71	.77-17
168	Dunstable, .	71	57	.80-28	216	Hardwick, .	471	362	.76-86
169	Brookline, .	1,777	1,425	.80-19	217	Douglas, .	419	321	.76-61
170	Marshfield, .	222	178	.80-18	218	Lincoln, .	165	126	.76-37
171	Brockton, .	3,544	2,837	.80-05	219	Belchertown,	451	344	.76-27
172	Edgartown, .	165	132	.80-00	220	Savoy, .	117	89	.76-07
173	Rehoboth, .	265	212	.80-00	221	Walpole, .	447	339	.75-84
174	Methuen, .	804	641	.79-73	222	Maynard, .	509	386	.75-83
175	Worthington, .	128	102	.79-69	223	Leyden, .	95	72	.75-79
176	Truro, .	162	129	.79-63	224	Easthampton,	821	622	.75-76
177	Marblehead, .	1,434	1,140	.79-50	225	Middleton, .	132	100	.75-76
178	N. Brookfield, .	784	623	.79-46	226	Spencer, .	1,926	1,456	.75-60
179	Hubbardston, .	209	166	.79-43	227	W. Bridgew'r,	291	220	.75-60
180	Bellingham, .	204	162	.79-41	228	Blandford, .	213	161	.75-59
181	Weston, .	238	189	.79-41	229	Milford, .	1,529	1,153	.75-41
182	Shutesbury, .	106	84	.79-25	230	Marlborough,	2,375	1,789	.75-33
183	Northampton, .	2,370	1,878	.79-24	231	Acushnet, .	170	128	.75-29
184	Raynham, .	214	169	.78-97	232	Charlton, .	283	213	.75-27
185	Peru, .	38	30	.78-95	233	Pelham, .	97	73	.75-26
186	Williamst'wn, .	587	463	.78-88	234	Monson, .	650	489	.75-23
187	Westhampton, .	71	56	.78-87	235	Longneadow, .	286	215	.75-17
188	Charlemont, .	184	145	.78-80	236	Holden, .	492	369	.75-00
189	N. Andover, .	702	553	.78-78	237	Andover, .	918	686	.74-73
190	Hudson, .	815	640	.78-53	238	Lynn, .	7,888	5,894	.74-72
191	Lanesboro', .	223	175	.78-48	239	Clinton, .	1,926	1,438	.74-66
192	Somerset, .	440	345	.78-41	240	Windsor, .	146	109	.74-66
193	Peabody, .	1,997	1,565	.78-37	241	Adams, .	1,961	1,462	.74-55
194	Wareham, .	617	483	.78-28	242	Huntington, .	239	178	.74-48
195	Georgetown, .	460	360	.78-26	243	Shirley, .	187	139	.74-33
196	Holliston, .	506	396	.78-26	244	Hatfield, .	253	188	.74-31
197	Northfield, .	248	194	.78-23	245	Boston, .	70127	52079	.74-27
198	Sandisfield, .	188	147	.78-19	246	Wrentham, .	473	351	.74-21
199	Beverly, .	1,684	1,313	.77-97	247	Scituate, .	495	367	.74-14
200	Plympton, .	86	67	.77-91	248	N. Reading, .	143	106	.74-13
201	Taunton, .	4,060	3,163	.77-91	249	Boylston, .	166	123	.74-10
202	Wakefield, .	1,308	1,019	.77-91	250	Hanson, .	204	151	.74-02
203	Lancaster, .	330	257	.77-88	251	Bernardston, .	157	116	.73-89
204	Rockport, .	809	630	.77-88	252	Topsfield, .	172	127	.73-84
205	Gill, .	140	109	.77-86	253	Hinsdale, .	378	279	.73-81
206	Carver, .	162	126	.77-78	254	Royalston, .	204	150	.73-53
207	W. Boylston, .	556	432	.77-70	255	Gardner, .	1,307	960	.73-45
208	Wellesley, .	421	327	.77-67	256	N. Marlboro', .	281	206	.73-31



TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
257	Mt. Wash'ton,	26	19 .73-08	304	Chesterfield,	124	83 .66-94
258	Pittsfield,	3,047	2,226 .73-06	305	Springfield,	6,516	4,345 .66-68
259	Southboro',	348	254 .72-99	306	Wales,	150	100 .66-67
260	Salisbury,	214	156 .72-90	307	Washington,	87	58 .66-67
261	Lynnfield,	103	75 .72-82	308	Deerfield,	560	373 .66-61
262	Sturbridge,	345	251 .72-75	309	Dover,	106	70 .66-04
263	Chelsea,	4,891	3,556 .72-70	310	Sutton,	580	383 .66-03
264	Cottage City,	150	109 .72-67	311	Fitchburg,	3,351	2,204 .65-77
265	Rowley,	196	142 .72-45	312	Ware,	1,383	906 .65-51
266	Westford,	421	305 .72-45	313	Franklin,	930	608 .65-38
267	Tyringham,	94	68 .72-34	314	Uxbridge,	598	390 .65-22
268	Shelburne,	269	194 .72-12	315	Wenham,	155	101 .65-16
269	New Bedford,	5,131	3,700 .72-11	316	Orleans,	152	99 .65-13
270	Oakham,	134	96 .71-64	317	Billerica,	425	275 .64-71
271	Wilmington,	173	123 .71-10	318	Erving,	174	112 .64-37
272	Lexington,	484	344 .71-07	319	Blackstone,	1,088	699 .64-25
273	Boxford,	140	99 .70-71	320	Seekonk,	257	165 .64-20
274	Essex,	224	158 .70-54	321	Woburn,	2,787	1,786 .64-08
275	Paxton,	88	62 .70-45	322	Dracut,	333	211 .63-36
276	Yarmouth,	308	215 .69-81	323	Alford,	57	36 .63-16
277	Williamsb'rg,	420	293 .69-76	324	No. Adams,	2,822	1,778 .63-00
278	Revere,	806	562 .69-73	325	Berkley,	185	115 .62-16
279	Groveland,	406	283 .69-70	326	Florida,	138	85 .61-59
280	Colrain,	376	262 .69-68	327	Stoughton,	967	592 .61-22
281	Burlington,	112	78 .69-64	328	Westport,	478	290 .60-67
282	Pembroke,	214	149 .69-63	329	Nantucket,	562	340 .60-50
283	Sherborn,	204	142 .69-61	330	Lawrence,	7,758	4,682 .60-35
284	Malden,	3,049	2,116 .69-40	331	Auburn,	264	158 .59-85
285	Egremont,	147	102 .69-39	332	Lenox,	489	290 .59-30
286	Tewksbury,	235	163 .69-36	333	Salem,	5,222	3,073 .58-85
287	Dalton,	447	310 .69-35	334	Richmond,	207	121 .58-45
288	Worcester,	14,048	9,725 .69-23	335	Eastham,	88	51 .57-95
289	Palmer,	1,210	837 .69-17	336	Lowell,	11,635	6,721 .57-77
290	Norwell,	259	179 .69-11	337	Fall River,	12,758	7,025 .55-06
291	Grafton,	971	671 .69-10	338	Amesbury,	1,401	769 .54-89
292	Chester,	232	160 .68-97	339	Clarksburg,	149	78 .52-35
293	Montague,	1,361	936 .68-77	340	Hancock,	128	67 .52-34
294	Quincy,	3,153	2,166 .68-70	341	Norton,	320	163 .50-94
295	Millbury,	936	642 .68-59	342	Canton,	780	375 .48-08
296	Southampton,	165	113 .68-48	343	Dudley,	539	259 .48-05
297	Westfield,	1,788	1,224 .68-46	344	Gosnold,	15	70 .46-67
298	Hull,	82	56 .68-29	345	Newburyport,	2,514	1,153 .45-86
299	Wendell,	91	62 .68-13	346	Newbury,	312	140 .44-87
300	Freetown,	233	158 .67-81	347	Holyoke,	6,297	2,728 .43-32
301	Hampden,	177	120 .67-80	348	Southbridge,	1,515	639 .42-18
302	Russell,	154	104 .67-53	349	Chicopee,	2,453	1,030 .41-99
303	Sheffield,	407	274 .67-32	350	Webster,	1,273	393 .30-87



## GRADUATED TABLES—THIRD SERIES.

## [COUNTY TABLES.]

*In which all the Towns in the Respective Counties in the State are numerically arranged according to the AVERAGE ATTENDANCE of their Children upon the Public Schools for the Year 1887-88.*

[For an explanation of the principles on which the Tables are constructed, see *ante*, p. cxxiii.]

## BARNSTABLE COUNTY.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	HARWICH, .	426	420	.98-59	9	Mashpee, .	52	43	.82-69
2	Wellfleet, .	237	231	.97-47	10	Barnstable, .	696	570	.81-90
3	Dennis, .	446	426	.95-52	11	Falmouth, .	401	328	.81-80
4	Sandwich, .	357	325	.91-04	12	Truro, .	162	129	.79-63
5	Provincetown, .	820	724	.88-29	13	Yarmouth, .	308	215	.69-81
6	Brewster, .	165	142	.86-06	14	Orleans, .	152	99	.65-13
7	Bourne, .	265	226	.85-28	15	Eastham, .	88	51	.57-95
8	Chatham, .	338	287	.84-91					

## BERKSHIRE COUNTY.

1	BECKET, .	141	150	1.06-38	17	Hinsdale, .	378	279	.73-81
2	Otis, .	117	104	.88-89	18	N. Marlboro', .	281	206	.73-31
3	New Ashford, .	28	24	.85-71	19	Mt. Wash'g'n, .	26	19	.73-08
4	W. Stockb'ge, .	354	302	.85-31	20	Pittsfield, .	3,047	2,226	.73-06
5	Lee, .	591	499	.84-43	21	Tyringham, .	94	68	.72-34
6	Cheshire, .	263	218	.82-89	22	Egremont, .	147	102	.69-39
7	Stockbridge, .	330	271	.82-12	23	Dalton, .	447	310	.69-35
8	G. Barrington, .	867	711	.82-01	24	Sheffield, .	407	274	.67-32
9	Peru, .	38	30	.78-95	25	Washington, .	87	58	.66-67
10	Williamst'n, .	587	463	.78-88	26	Alford, .	57	36	.63-16
11	Lanesboro', .	223	175	.78-48	27	N. Adams, .	2,822	1,778	.63-00
12	Sandisfield, .	188	147	.78-19	28	Florida, .	138	85	.61-59
13	Monterey, .	92	71	.77-17	29	Lenox, .	489	290	.59-30
14	Savoy, .	117	89	.76-07	30	Richmond, .	207	121	.58-45
15	Windsor, .	146	109	.74-66	31	Clarksburg, .	149	78	.52-35
16	Adams, .	1,961	1,462	.74-55	32	Hancock, .	128	67	.52-34

## BRISTOL COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 DIGHTON, .	251	237	.94-42	11 Swansea, .	220	170	.77-27
2 Fairhaven, .	415	373	.89-88	12 Attleborough, .	1,222	944	.77-25
3 Mansfield, .	463	399	.86-18	13 Acushnet, .	170	128	.75-29
4 N. Attleboro', .	1,173	989	.84-31	14 New Bedford, .	5,131	3,700	.72-11
5 Easton, .	810	664	.81-98	15 Freetown, .	233	158	.67-81
6 Dartmouth, .	553	446	.80-65	16 Seekonk, .	257	165	.64-20
7 Rehoboth, .	265	212	.80-00	17 Berkley, .	185	115	.62-16
8 Raynham, .	214	169	.78-97	18 Westport, .	478	290	.60-67
9 Somerset, .	440	345	.78-41	19 Fall River, .	12,758	7,025	.55-06
10 Taunton, .	4,060	3,163	.77-91	20 Norton, .	320	163	.50-94

## DUKES COUNTY.

1 GAY HEAD, .	30	36	1.20-00	4 Edgartown, .	165	132	.80-00
2 Tisbury, .	147	152	1.03-40	5 Cottage City, .	150	109	.72-67
3 Chilmark, .	60	50	.83-33	6 Gosnold, .	15	70	.46-67

## ESSEX COUNTY.

1 SWAMPSCOTT, .	357	354	.99-16	19 Hamilton, .	106	82	.77-36
2 Merrimac, .	470	417	.88-72	20 Middleton, .	132	100	.75-76
3 Manchester, .	237	209	.88-19	21 Andover, .	918	686	.74-73
4 Bradford, .	555	488	.87-93	22 Lynn, .	7,888	5,894	.74-72
5 Danvers, .	1,099	958	.87-17	23 Topsfield, .	172	127	.73-84
6 Saugus, .	525	457	.87-05	24 Salisbury, .	214	156	.72-90
7 Ipswich, .	610	524	.85-90	25 Lynnfield, .	103	75	.72-82
8 Haverhill, .	3,749	3,191	.85-12	26 Rowley, .	196	142	.72-45
9 Nahant, .	135	113	.83-70	27 Boxford, .	140	99	.70-71
10 W. Newbury, .	296	247	.83-45	28 Essex, .	224	158	.70-54
11 Gloucester, .	3,797	3,162	.83-28	29 Groveland, .	406	283	.69-70
12 Methuen, .	804	641	.79-73	30 Wenham, .	155	101	.65-16
13 Marblehead, .	1,434	1,140	.79-50	31 Lawrence, .	7,758	4,682	.60-35
14 No. Andover, .	702	553	.78-78	32 Salem, .	5,222	3,073	.58-85
15 Peabody, .	1,997	1,565	.78-37	33 Amesbury, .	1,401	769	.54-89
16 Georgetown, .	460	360	.78-26	34 Newburyport, .	2,514	1,153	.45-86
17 Beverly, .	1,684	1,313	.77-97	35 Newbury, .	312	140	.44-87
18 Rockport, .	809	630	.77-88				

## FRANKLIN COUNTY.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	WARWICK, .	102	131	1.28-43	14	Shutesbury, .	106	84	.79-25
2	Orange, .	614	637	1.03-75	15	Charlemont, .	184	145	.78-80
3	Ashfield, .	146	143	.97-95	16	Northfield, .	248	194	.78-23
4	Whately, .	185	171	.92-43	17	Gill, .	140	109	.77-86
5	Greenfield, .	937	827	.88-26	18	Leyden, .	95	72	.75-79
6	Rowe, .	104	90	.86-54	19	Bernardston, .	157	116	.73-89
7	Buckland, .	250	214	.85-60	20	Shelburne, .	269	194	.72-12
8	Monroe, .	40	34	.85-00	21	Colrain, .	376	262	.69-68
9	Sunderland, .	116	98	.84-48	22	Montague, .	1,361	936	.68-77
10	New Salem, .	128	106	.82-81	23	Wendell, .	91	62	.68-13
11	Hawley, .	92	76	.82-61	24	Chesterfield, .	124	83	.66-94
12	Leverett, .	122	98	.80-33	25	Deerfield, .	560	373	.66-61
13	Conway, .	279	224	.80-29	26	Erving, .	174	112	.64-37

## HAMPDEN COUNTY.

1	HOLLAND, .	25	26	1.04-00	12	Monson, .	650	489	.75-23
2	Tolland, .	72	68	.94-44	13	Longmeadow, .	286	215	.75-17
3	Southwick, .	165	149	.90-30	14	Palmer, .	1,210	837	.69-17
4	Montgomery, .	50	44	.88-00	15	Chester, .	232	160	.68-97
5	W. Springfield, .	864	752	.87-04	16	Westfield, .	1,788	1,224	.68-46
6	Wilbraham, .	206	176	.85-44	17	Hampden, .	177	120	.67-80
7	Ludlow, .	330	273	.82-73	18	Russell, .	154	104	.67-53
8	Brimfield, .	149	122	.81-88	19	Springfield, .	6,516	4,345	.66-68
9	Granville, .	192	155	.80-73	20	Wales, .	150	100	.66-67
10	Agawam, .	440	355	.80-68	21	Holyoke, .	6,297	2,728	.43-32
11	Blandford, .	213	161	.75-59	22	Chicopee, .	2,453	1,030	.41-99

## HAMPSHIRE COUNTY.

1	GREENWICH, .	53	79	1.49-06	13	Northampton, .	2,370	1,878	.79-24
2	Goshen, .	49	68	1.38-78	14	Westhampt'n, .	71	56	.78-87
3	Cummington, .	124	145	1.16-94	15	Plainfield, .	66	51	.77-27
4	South Hadley, .	627	612	.97-61	16	Belchertown, .	451	344	.76-27
5	Middlefield, .	98	90	.91-84	17	Easthampton, .	821	622	.75-76
6	Heath, .	113	102	.90-27	18	Pelham, .	97	73	.75-26
7	Enfield, .	148	131	.88-51	19	Huntington, .	239	178	.74-48
8	Hadley, .	319	280	.87-77	20	Hatfield, .	253	188	.74-31
9	Amherst, .	615	527	.85-69	21	Williamsb'rg, .	420	293	.69-76
10	Granby, .	120	101	.84-17	22	Southampton, .	165	113	.68-48
11	Prescott, .	74	60	.81-08	23	Ware, .	1,383	906	.65-51
12	Worthington, .	128	102	.79-69					

## SCHOOL RETURNS.

CXXXI

## MIDDLESEX COUNTY.

TOWNS.				TOWNS.					
No. of children between 5 and 15 years of age in each town.				No. of children between 5 and 15 years of age in each town.					
Average attendance upon School.				Average attendance upon School.					
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.					
1	BOXBOROUGH, .	42	48	1.14-29	28	Everett, .	1,217	1,018	.83-65
2	Tyngsboro', .	77	88	1.14-29	29	Sudbury, .	186	154	.82-80
3	Ashby, .	125	139	1.11-20	30	Belmont, .	330	271	.82-12
4	Bedford, .	121	116	.95-87	31	Somerville, .	5,722	4,878	.81-75
5	Natick, .	1,573	1,502	.95-49	32	Stow, .	180	146	.81-11
6	Medford, .	1,517	1,447	.95-39	33	Dunstable, .	71	57	.80-28
7	Carlisle, .	73	69	.94-52	34	Weston, .	238	189	.79-41
8	Townsend, .	261	246	.94-25	35	Hudson, .	815	640	.78-53
9	Acton, .	269	248	.92-19	36	Holliston, .	506	396	.78-26
10	Stoneham, .	889	812	.91-34	37	Wakefield, .	1,308	1,019	.77-91
11	Groton, .	265	239	.90-19	38	Cambridge, .	11216	8,672	.77-32
12	Pepperell, .	432	388	.89-81	39	Lincoln, .	165	126	.76-37
13	Littleton, .	176	157	.89-20	40	Maynard, .	509	386	.75-83
14	Ashland, .	418	371	.88-76	41	Marlborough, .	2,375	1,789	.75-33
15	Concord, .	585	518	.88-55	42	Shirley, .	187	139	.74-33
16	Melrose, .	1,256	1,112	.88-54	43	No. Reading, .	143	106	.74-13
17	Ayer, .	427	377	.88-29	44	Westford, .	421	305	.72-45
18	Watertown, .	1,154	1,011	.87-61	45	Wilmington, .	173	123	.71-10
19	Arlington, .	976	853	.87-40	46	Lexington, .	484	344	.71-07
20	Hopkinton, .	756	657	.86-90	47	Burlington, .	112	78	.69-64
21	Reading, .	593	514	.86-68	48	Sherborn, .	204	142	.69-61
22	Waltham, .	2,617	2,257	.86-24	49	Malden, .	3,049	2,116	.69-40
23	Newton, .	3,893	3,357	.86-23	50	Tewksbury, .	235	163	.69-36
24	Wayland, .	385	331	.85-97	51	Billerica, .	425	275	.64-71
25	Winchester, .	825	709	.85-94	52	Woburn, .	2,787	1,786	.64-08
26	Framingham, .	1,558	1,327	.85-17	53	Dracut, .	333	211	.63-36
27	Chelmsford, .	421	355	.84-33	54	Lowell, .	11635	6,721	.57-77

## NORFOLK COUNTY — CONCLUDED.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
13	Cohasset, .	374	313	.83-69	20	Walpole, .	447	339	.75-84
14	Foxborough, .	440	368	.83-64	21	Wrentham, .	473	351	.74-21
15	Sharon, .	216	176	.81-48	22	Quincy, .	3,153	2,166	.68-70
16	Braintree, .	693	564	.81-39	23	Dover, .	106	70	.66-04
17	Brookline, .	1,777	1,425	.80-19	24	Franklin, .	930	608	.65-38
18	Bellingham, .	204	162	.79-41	25	Stoughton, .	967	592	.61-22
19	Wellesley, .	421	327	.77-67	26	Canton, .	780	375	.48-08

## PLYMOUTH COUNTY.

1	ROCKLAND, .	808	797	.98-64	15	Duxbury, .	283	230	.81-27
2	Hingham, .	642	605	.94-24	16	Lakeville, .	147	119	.80-95
3	Abington, .	619	575	.92-89	17	Marshfield, .	222	178	.80-18
4	Bridgewater, .	496	460	.92-74	18	Brockton, .	3,544	2,837	.80-05
5	Kingston, .	250	226	.90-40	19	Wareham, .	617	483	.78-28
6	Mattapoisett, .	165	149	.90-30	20	Plympton, .	86	67	.77-91
7	Whitman, .	673	602	.89-45	21	Carver, .	162	126	.77-78
8	Marion, .	161	142	.88-20	22	W. Bridgewater, .	291	220	.75-60
9	Middleboro', .	797	702	.88-08	23	Scituate, .	495	367	.74-14
10	Plymouth, .	1,257	1,081	.86-00	24	Hanson, .	204	151	.74-02
11	Halifax, .	104	89	.85-58	25	Pembroke, .	214	149	.69-63
12	Rochester, .	164	137	.83-54	26	Norwell, .	259	179	.69-11
13	Hanover, .	323	269	.83-28	27	Hull, .	82	56	.68-29
14	E. Bridgewater, .	464	385	.82-97					

## SUFFOLK COUNTY.

1	WINTHROP, .	248	227	.91-53	3	Chelsea, .	4,891	3,556	.72-70
2	Boston, .	70,127	52,079	.74-27	4	Revere, .	806	562	.69-73

## WORCESTER COUNTY.

1	NEW BRAintree, .	77	78	1.01-30	7	Berlin, .	125	117	.93-60
2	Shrewsbury, .	252	246	.97-63	8	Northboro', .	303	282	.93-07
3	Hopedale, .	182	177	.97-25	9	Oxford, .	347	318	.91-64
4	Rutland, .	170	163	.95-88	10	Mendon, .	149	132	.88-59
5	Leominster, .	950	897	.94-42	11	Upton, .	314	277	.88-22
6	Brookfield, .	486	457	.94-03	12	Bolton, .	120	105	.87-50



## WORCESTER COUNTY — CONCLUDED.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
13	Dana, .	115	100	.86-96	37	Spencer, .	1,926	1,456	.75-60
14	Templeton, .	466	404	.86-70	38	Milford, .	1,529	1,153	.75-41
15	Leicester, .	547	471	.86-11	39	Charlton, .	283	213	.75-27
16	Phillipston, .	85	73	.85-88	40	Holden, .	492	369	.75-00
17	Winchendon, .	681	579	.85-02	41	Clinton, .	1,926	1,438	.74-66
18	Barre, .	312	265	.84-94	42	Boylston, .	166	123	.74-10
19	Princeton, .	172	145	.84-30	43	Royalston, .	204	150	.73-53
20	Warren, .	849	715	.84-22	44	Gardner, .	1,307	960	.73-45
21	Sterling, .	217	182	.83-87	45	Southboro', .	348	254	.72-99
22	Northbridge, .	681	570	.83-70	46	Sturbridge, .	345	251	.72-75
23	Westborough, .	843	697	.82-68	47	Oakham, .	134	96	.71-64
24	Harvard, .	147	121	.82-31	48	Paxton, .	88	62	.70-45
25	Westminster, .	276	227	.82-25	49	Worcester, .	14048	9,725	.69-23
26	Lunenburg, .	157	129	.82-17	50	Grafton, .	971	671	.69-10
27	W.Brookfield, .	236	192	.81-36	51	Millbury, .	936	642	.68-59
28	Athol, .	790	638	.80-76	52	Sutton, .	580	383	.66-03
29	Petersham, .	164	132	.80-49	53	Fitchburg, .	3,351	2,204	.65-77
30	N. Brookfield, .	784	623	.79-46	54	Uxbridge, .	598	390	.65-22
31	Hubbardston, .	209	166	.79-43	55	Blackstone, .	1,088	699	.64-25
32	Lancaster, .	330	257	.77-88	56	Auburn, .	264	158	.59-85
33	W. Boylston, .	556	432	.77-70	57	Dudley, .	539	259	.48-05
34	Ashburnham, .	360	279	.77-50	58	Southbridge, .	1,515	639	.42-18
35	Hardwick, .	471	362	.76-86	59	Webster, .	1,273	393	.30-87
36	Douglas, .	419	321	76-61					

TABLE in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools for the Year 1887-88.

1886-87.	1887-88.	COUNTIES.	Ratio of Attendance.
2	1	BARNSTABLE, . . . . .	.85-81
4	2	Dukes, . . . . .	.85-71
1	3	Plymouth, . . . . .	.84-12
5	4	Franklin, . . . . .	.80-27
3	5	Norfolk, . . . . .	.79-77
6	6	Hampshire, . . . . .	.79-18
7	7	Middlesex, . . . . .	.77-20
8	8	Suffolk, . . . . .	.74-17
9	9	Berkshire, . . . . .	.72-40
11	10	Worcester, . . . . .	.71-99
10	11	Essex, . . . . .	.71-55
12	12	Bristol, . . . . .	.67-04
14	13	Nantucket, . . . . .	.60-50
13	14	Hampden, . . . . .	.60-27
STATE, . . . . .			.73-64

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